

Newington Green Primary School Curriculum Map



Year 1	Autumn 1: Writing to entertain		
	Superheroes		
Core Text	Supertato: Hap-Pea Ever After (Sue Hendra & Paul Linnet)	Superworm (Julia Donaldson)	Burglar Bill (Allan Ahlburg)
Text Type	2 weeks: <ul style="list-style-type: none"> - Narrative - List - Description 	2 weeks: <ul style="list-style-type: none"> - Rhyming descriptions - Narrative - Letter 	2 weeks: <ul style="list-style-type: none"> - List - Description - Narrative
Suggested Hook	Supermarket role-play area and creating their own Supertato model from potatoes	Superhero dressing up day	Crime scene in the classroom
Writing Skills to Teach	<ul style="list-style-type: none"> • Orally retelling a narrative, using the past tense accurately • Sequencing words logically to write a sentence • Reading simple sentences, they have written out loud and discussing it with another pupil or adult • Writing on the line • Using finger spaces • Using adjectives 	<ul style="list-style-type: none"> • Orally retelling a narrative, using the past tense accurately • Sequencing words logically to write a sentence • Sequencing sentences logically and/ or chronologically • Reading simple sentences, they have written out loud, and discussing it with another pupil or adult • Writing on the line • Using finger spaces • Using adjectives 	<ul style="list-style-type: none"> • Orally retelling a narrative, using the past tense accurately • Sequencing words logically to write a sentence • Sequencing sentences logically and/ or chronologically • Reading simple sentences, they have written out loud, and discussing it with another pupil or adult • Writing on the line • Using finger spaces • Using adjectives
Skills to Consolidate	<ul style="list-style-type: none"> • Using past and present forms accurately when talking about events • Sitting properly at the table, holding a pencil correctly • Writing clearly identifiable letters for each sound of the alphabet • Spelling their own name correctly 	<ul style="list-style-type: none"> • Using past and present forms accurately when talking about events • Sitting properly at the table, holding a pencil correctly • Writing clearly identifiable letters for each sound of the alphabet • Spelling their own name correctly 	<ul style="list-style-type: none"> • Using past and present forms accurately when talking about events • Sitting properly at the table, holding a pencil correctly • Writing clearly identifiable letters for each sound of the alphabet • Spelling their own name correctly
Final Written Outcome & Audience & Purpose	<ul style="list-style-type: none"> - Sequence images and retell the story - Writing a list of places Evil Pea hid - Character description: children create their own vegetable villain for Supertato to fight 	<ul style="list-style-type: none"> - Creating rhyming sentences to describe the other animals in the story - Make a 'new' page of the story where Superworm helps another animal - Letter from Superworm to his friends asking him to help 	<ul style="list-style-type: none"> - List of items Bill has stolen - Character description in the form of a wanted poster - Retell the story – Final outcome to be completed independently

* Final outcomes can be completed: orally, matching words to pictures, sequencing pictures or pre-written sentences, story 'S' or writing whole sentences depending on the ability of the child.

Newington Green Primary School Curriculum Map



Year 1	Autumn 2: Writing to entertain		
	Our Local Area		
Core Text	Naughty bus (Jan Oke)		The Star (Jane Taylor)
Text Type	Recount	Description	Poetry
Suggested Hook	Walking Bus from Dalston, up to Clissold Park and back to school via The Green		Y1 Teachers & TAs to perform a poem
Writing Skills to Teach	<ul style="list-style-type: none"> Orally retelling a narrative, using the past tense accurately Sequencing words logically to write a sentence Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud, and discussing it with another pupil or adult Writing on the line Using finger spaces Using adjectives 	<ul style="list-style-type: none"> Orally retelling a narrative, using the past tense accurately Sequencing words logically to write a sentence Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud, and discussing it with another pupil or adult Writing on the line Using finger spaces Using adjectives 	<ul style="list-style-type: none"> Orally retelling a narrative, using the past tense accurately Sequencing words logically to write a sentence Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud, and discussing it with another pupil or adult Writing on the line Using finger spaces Using adjectives Using question marks and exclamation marks
Skills to Consolidate	<ul style="list-style-type: none"> Using past and present forms accurately when talking about events Sitting properly at the table, holding a pencil correctly Writing clearly identifiable letters for each sound of the alphabet Spelling their own name correctly 	<ul style="list-style-type: none"> Using past and present forms accurately when talking about events Sitting properly at the table, holding a pencil correctly Writing clearly identifiable letters for each sound of the alphabet Spelling their own name correctly 	<ul style="list-style-type: none"> Using past and present forms accurately when talking about events Sitting properly at the table, holding a pencil correctly Writing clearly identifiable letters for each sound of the alphabet Spelling their own name correctly
Final Written Outcome	A list of the key Islington/ Hackney places they visited and a brief description of why people should visit	Describing a scene from Naughty Bus – Final outcome to be completed independently	Class create their own verse for the poem
Audience & Purpose	A note in the newsletter for interesting places for families to visit	Children's descriptions to be published next to the image of the scene to great a gallery	Children to perform their poems to parents

Newington Green Primary School Curriculum Map



Year 1	Spring 1: Writing to inform		
	Wonderful Women		
Core Text	Non-fiction books on Florence Nightingale and Mary Seacole (IELS)	Funny Bones (Allan Ahlberg)	Malala's Magic Pencil (Malala Yousafzai)
Text Type	Recount (Factual)	Information Text	First person description
Suggested Hook	Trip to Florence Nightingale Museum	Children to create their own split pin skeletons	Genie/ fairy godmother visits the school to grant wishes
Writing Skills to Teach	<ul style="list-style-type: none"> Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud, and discussing it with another pupil or adult Using and to join words and sentences Demarcating sentences with capital letters and full stops Using explanation marks correctly Forming all letters correctly Using adjectives 	<ul style="list-style-type: none"> Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud, and discussing it with another pupil or adult Using and to join words and sentences Demarcating sentences with capital letters and full stops Forming all letters correctly Using adjectives 	<ul style="list-style-type: none"> Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud, and discussing it with another pupil or adult Using and to join words and sentences Demarcating sentences with capital letters and full stops Using explanation marks correctly Forming all letters correctly Using adjectives
Skills to Consolidate	<ul style="list-style-type: none"> Using the past tense accurately Sitting properly at the table, holding a pencil correctly Writing clearly identifiable letters for each sound of the alphabet Spelling their own name correctly Writing on the line Using finger spaces Sequencing words logically to write a sentence 	<ul style="list-style-type: none"> Sitting properly at the table, holding a pencil correctly Writing clearly identifiable letters for each sound of the alphabet Spelling their own name correctly Writing on the line Using finger spaces Sequencing words logically to write a sentence 	<ul style="list-style-type: none"> Sitting properly at the table, holding a pencil correctly Writing clearly identifiable letters for each sound of the alphabet Spelling their own name correctly Writing on the line Using finger spaces Sequencing words logically to write a sentence
Final Written Outcome	Recount their visit to the Florence Nightingale Museum	Information text on different parts of the body and what they do	'If I had a magic pencil...' children describe improvements they would make to school life – Final outcome to be completed independently
Audience & Purpose	Extract to go in the newsletter to inform parents	Class information book to be shared with children in reception	Children's suggestions to be sent to Mairead (HoS) for consideration

Newington Green Primary School Curriculum Map



Year 1	Spring 2: Writing to Inform	
	London	
Core Text	Charlie and Lola: We Completely Must Go to London (Lauren Child)	
Text Type	Information Text	Recount
Suggested Hook	British Transport Museum	Bus journey through central London
Writing Skills to Teach	<ul style="list-style-type: none"> • Orally retelling a narrative, using the past tense accurately • Sequencing words logically to write a sentence Sequencing sentences logically and/ or chronologically • Reading simple sentences, they have written out loud and discussing it with another pupil or adult • Writing on the line • Using finger spaces • Using adjectives 	<ul style="list-style-type: none"> • Orally retelling a narrative, using the past tense accurately • Sequencing words logically to write a sentence • Sequencing sentences logically and/ or chronologically • Reading simple sentences, they have written out loud and discussing it with another pupil or adult • Writing on the line • Using finger spaces • Using adjectives
Skills to Consolidate	<ul style="list-style-type: none"> • Using past and present forms accurately when talking about events • Sitting properly at the table, holding a pencil correctly • Writing clearly identifiable letters • for each sound of the alphabet • Spelling their own name correctly • Sequencing words logically to write a sentence 	<ul style="list-style-type: none"> • Using past and present forms accurately when talking about events • Sitting properly at the table, holding a pencil correctly • Writing clearly identifiable letters • for each sound of the alphabet • Spelling their own name correctly • Sequencing words logically to write a sentence
Final Written Outcome	Children write a sentence or two about the different transport option in London e.g. bus, taxi, cycling and walking	Children recount a trip around London in the style of Charlie and Lola.
Audience & Purpose	Children's writing to be published into 'A guide to getting around London' which can be shared with School Council as their environmental initiatives	Children publish their recounts in a class newsletter for parents.
Independent Writing	Retell a traditional story: The Little Red Hen	

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Year 1	Summer 1 : Writing to inform	
	How is it Made?	
Core Text	Old Bear (Jane Hissey)	Lost in the Toy Museum: An Adventure (David Lucas)
Text Type	Instructions	Recount (Factual)
Suggested Hook	Teachers hide Old Bear in an unreachable place	Visit to the V& A Museum of Childhood
Writing Skills to Teach	<ul style="list-style-type: none"> • Sequencing sentences logically and/ or chronologically • Reading simple sentences, they have written out loud and discussing it with another pupil or adult • Using and to join words and sentences • Punctuating <u>all</u> sentences correctly with capital letters, full stops, exclamation marks and question marks • Using capital letters for names of people, places and days of the week and for the personal pronoun I • Using adjectives • Using the suffix 's' and 'es' correctly • Using the suffixes ing, ed and er correctly 	<ul style="list-style-type: none"> • Sequencing sentences logically and/ or chronologically • Reading simple sentences, they have written out loud and discussing it with another pupil or adult • Using and to join words and sentences • Punctuating <u>all</u> sentences correctly with capital letters, full stops, exclamation marks and question marks • Using capital letters for names of people, places and days of the week and for the personal pronoun I • Using adjectives • Using the suffix 's' and 'es' correctly • Using the suffixes ing, ed and er correctly
Skills to Consolidate	<ul style="list-style-type: none"> • Using past and present forms accurately when talking about events • Sitting properly at the table, holding a pencil correctly • Writing clearly identifiable letters • for each sound of the alphabet • Spelling their own name correctly • Sequencing words logically to write a sentence 	<ul style="list-style-type: none"> • Using past and present forms accurately when talking about events • Sitting properly at the table, holding a pencil correctly • Writing clearly identifiable letters • for each sound of the alphabet • Spelling their own name correctly • Sequencing words logically to write a sentence
Final Written Outcome	How to rescue Old Bear	Recount of their trip to the Toy Museum
Audience & Purpose	Children 'present' their rescue plan to a panel of school staff e.g. Terry and Billy	A couple of examples sent home as a year 1 newsletter with pictures from the trip.
Independent Writing	Retell a traditional story: The Gingerbread Man	

Newington Green Primary School Curriculum Map



Year 1	Summer 2 : Writing to entertain		
	"It's alive!"		
Core Text	The Magic Porridge Pot	Percy the Park Keeper (Nick Butterworth)	Jack and the Beanstalk (Mara Alperin) & Jim and the Beanstalk (Raymond Briggs)
Text Type	Narrative	Description	Narrative
Suggested Hook	Children make their own porridge for breakfast	Children visit the green or Clissold Park	Children plant runner beans at the start of the half term and measure them weekly
Writing Skills to Teach	<ul style="list-style-type: none"> Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud and discussing it with another pupil or adult Using and to join words and sentences Punctuating <u>all</u> sentences correctly with capital letters, full stops, exclamation marks and question marks Using capital letters for names of people, places and days of the week and for the personal pronoun I Using adjectives Using the suffix 's' and 'es' correctly Using the suffixes ing, ed and er correctly 	<ul style="list-style-type: none"> Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud and discussing it with another pupil or adult Using and to join words and sentences Punctuating <u>all</u> sentences correctly with capital letters, full stops, exclamation marks and question marks Using capital letters for names of people, places and days of the week and for the personal pronoun I Using adjectives Using the suffix 's' and 'es' correctly Using the suffixes ing, ed and er correctly 	<ul style="list-style-type: none"> Sequencing sentences logically and/ or chronologically Reading simple sentences, they have written out loud and discussing it with another pupil or adult Using and to join words and sentences Punctuating <u>all</u> sentences correctly with capital letters, full stops, exclamation marks and question marks Using capital letters for names of people, places and days of the week and for the personal pronoun I Using adjectives Using the suffix 's' and 'es' correctly Using the suffixes ing, ed and er correctly
Y2 Skills to Introduce	<ul style="list-style-type: none"> Using the diagonal and horizontal strokes needed to join letters in some of their writing Attempting words in the contracted form Using sentences in different forms e.g. statement, questions, commands and exclamations Using words with prefix un 	<ul style="list-style-type: none"> Using the diagonal and horizontal strokes needed to join letters in some of their writing Attempting words in the contracted form Using words with prefix un 	<ul style="list-style-type: none"> Using the diagonal and horizontal strokes needed to join letters in some of their writing Attempting words in the contracted form Using sentences in different forms e.g. statement, questions, commands and exclamations Using words with prefix un
Skills to Consolidate	<ul style="list-style-type: none"> Using the past tense accurately Writing the correct letter in response to hearing each sound of the alphabet Writing on the line Using finger spaces Forming all letters correctly Sequencing words logically to write a sentence 	<ul style="list-style-type: none"> Using the past tense accurately Writing the correct letter in response to hearing each sound of the alphabet Writing on the line Using finger spaces Forming all letters correctly Sequencing words logically to write a sentence 	<ul style="list-style-type: none"> Using the past tense accurately Writing the correct letter in response to hearing each sound of the alphabet Writing on the line Using finger spaces Forming all letters correctly Sequencing words logically to write a sentence
Final Written Outcome	Writing a narrative in the same style (e.g. The Magic Popcorn Pot)	Description of a park	Writing a narrative in the same style but with a significant difference or change
Audience & Purpose	Children's stories to be collated and made into a class book.	Children to write a description of a park to encourage other children to visit	Children to create their own story book with illustration
Independent Writing	Recount trip to King Henry's Walk garden		