

Year 1 Summer 1:

English			
Key Learning			
Unit	Stories with Familiar Settings	Non-fiction Texts: Booklets	Traditional Rhymes
Outcome	<ul style="list-style-type: none"> Narrative based on model text with innovation of character(s) and a familiar setting. 	<ul style="list-style-type: none"> An information booklet 	<ul style="list-style-type: none"> A simple rhyme based on a traditional rhyme.
Possible Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1 week.
Key Learning Reading	<ul style="list-style-type: none"> Make predictions based on what has been read so far. Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. Make basic inferences about what is being said and done. Read words containing <i>-s, -es, -ing</i> and <i>-ed</i> endings. Split two and three syllable words into the separate syllables to support blending for reading. 	<ul style="list-style-type: none"> Recall specific information in texts. Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Activate prior knowledge e.g. <i>what do you know about camping/the park/our school grounds etc?</i> Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. 	<ul style="list-style-type: none"> Listen to a range of poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary. Listen to what others say.
Key Learning Writing	<ul style="list-style-type: none"> Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> Identify and use question marks. Use simple joining words to link ideas e.g. <i>and</i>. Use familiar plots for structuring the opening, middle and end of their stories. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Use question marks. Re-read every sentence to check it makes sense. Use simple joining words to link ideas e.g. <i>and</i> etc. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Write simple sentences that can be read by themselves and others. Use capital letters for names of places Separate words with finger spaces. Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers.

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Key Learning (contd.)

Suggested Texts

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| <ul style="list-style-type: none">▪ Goat and Donkey in The Great Outdoors by Simon Puttock and Russell Julian.▪ Maisie Goes Camping by Lucy Cousins.▪ Boris Goes Camping by Carrie Weston.▪ Percy the Park Keeper by Nick Butterworth.▪ The Scarecrows Wedding by Julia Donaldson.▪ Stuck by Oliver Jeffers.▪ Marshmallows - a short film on Vimeo (here). | <ul style="list-style-type: none">▪ Barnaby Bear big books.▪ At the Seaside big book.▪ My First Camping Book by Dominic Bliss.▪ Let's go camping – Collins Big Cat book.▪ Other information books linked to the theme. | <ul style="list-style-type: none">▪ 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.▪ More playground rhymes can be found on:<ul style="list-style-type: none">– Woodlands Junior School website (here).– Nursery Rhymes website (here). |
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Stories with Familiar Settings – Creative Learning Opportunities and Outcomes

Creating interest

- Arrange for a special envelope delivered to the class. Read aloud a note (this could be written as a riddle), challenging the class to explore the great outdoors of the school grounds to find the place described in the note e.g. *I am made of wood and stand up tall; children have fun on me; you can climb up and down me. Who am I?* Take the children on an exploration of the school grounds to find the place written about. When they arrive there, they find another note, taking them to another familiar place in the school grounds to find.
- Play sound clips or show video images of children in a certain area of the outdoors e.g. at the park, at the seaside, in the country etc. and guess where they are.
- Use small question hands. Generate questions about the place e.g. *Where are they? What are they doing there?*

Learning outcomes

- Children will be able to make predictions based on what has been read so far.
- Children will be able to explain clearly their understanding of what is read to them.

Reading

Grammar: Warm ups throughout the reading phase - focus on adding suffixes to verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think-thinking etc.*

Reading and responding

- Watch the short film 'Marshmallows' (**here**). Use the stop, start, predict technique to discuss what they think will happen. Identify key events from the story and ask the children to sequence still images from the film in small groups. Play pass the story – using key time words on cards model how to place them next to the relevant still images. Retell the story using the images and key time words.
- Create a camping role play area where children can re-enact the story, and other camping stories being read outside of the English sessions, using props.
- Use drama techniques to take on the roles of the characters. Use short writing opportunities to describe the setting and write in role as the characters e.g. using think, say, feel bubbles, simple diary entry etc.
- Read a relevant text set in the great outdoors e.g. *Goat and Donkey in the Great Outdoors* by Simon Puttock and Russell Julian. Use mini question hands to generate who, what, where, when questions. Use talk partners to answer and provide short writing opportunities.
- Discuss key vocabulary, including any words ending in *-s, -es, -ing* and *-ed*. Develop word banks and add these to the working wall.
- Identify sections of texts where the characters are speaking and highlight the questions they ask each other. In role act out asking and answering the questions from the text. Using speech bubbles, write in role what they say using a question mark.
- Use talk partners to discuss what has already happened in the story, make a prediction as to what they think will happen in the end and read the rest of the text to the children, stopping to split two and three syllable words into the separate syllables to support blending for reading.

Learning outcomes

- Children will be able to make predictions based on what has been read so far.
- Children will be able to retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.*
- Children will be able to identify and discuss the main events in stories.
- Children will be able to identify and discuss the main characters in stories.
- Children will be able to identify and use question marks.
- Children will be able to make basic inferences about what is being said and done.
- Children will be able to read words containing *-s, -es, -ing* and *-ed* endings.
- Children will be able to split two and three syllable words into the separate syllables to support blending for reading.

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Stories with Familiar Settings – Creative Learning Opportunities and Outcomes (contd.)

- Provide words on cards from the text which include two and three syllables. Ask pairs to read together. When rereading the text, ask the children to stand up when their word is read and repeat their word. Others to clap the syllables to reinforce.

Reading and analysing

- Use story maps, images, props and key vocabulary to support oral re-telling e.g. *in the beginning, after that, a bit later*.
- Create a simple whole class checklist of features, e.g. *two characters, setting, events, time words*.
- Model chunking the story into key events using a plot pattern e.g.

Goat and Donkey in The Great Outdoors

Goat wanted to go on a camping holiday in the Great Outdoors.
He didn't know where to go so Donkey asked him if he wanted to go somewhere hot or cold.
Donkey asked him if he wanted to go somewhere wet or dry.
Donkey asked him if he wanted to go somewhere high up or low down.
Donkey asked him if he wanted to go somewhere quiet and peaceful or exciting and noisy.
Goat decided he wanted to go somewhere just like where he was.
Goat set up camp in the garden and packed some things to entertain him.
Goat didn't want to be alone so Donkey joined him.
They played games in the tent and then snuggled down to read a book together.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on using simple joining words to link ideas e.g. *and, but*.

- Use the chunk a plot technique to extract the basic plot and create a new story, as in the example below.
- Innovate the story using the plan to create a slightly different version, changing the character/setting/events, e.g.

Goat and Donkey in The Great Outdoors	Extract the Basic Plot	Innovation
Goat wants to go on camping holiday in the great outdoors.	Character wants to go on a holiday in the great outdoors.	
He didn't know where to go so Donkey asked him if he wanted to go somewhere hot or cold.	They don't know where to go. Another character asks him/her a question to help him/her decide.	

Learning outcomes

- Children will be able to use simple joining words to link ideas e.g. *and*.
- Children will be able to reread every sentence to check it makes sense.
- Children will be able to punctuate simple sentences with capital letters and full stops.
- Children will be able to use familiar plots for structuring the opening, middle and end of their stories.
- Children will be able to retell their new story in a range of contexts e.g. *small world, role play, storytelling*.

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Stories with Familiar Settings – Creative Learning Opportunities and Outcomes (contd.)

Donkey asked him if he wanted to go somewhere wet or dry.	Another character asks him/her a second question to help him/her decide.	
Donkey asked him if he wanted to go somewhere high up or low down.	Another character asks him/her a third question to help him/her decide.	
Donkey asked him if he wanted to go somewhere quiet and peaceful or exciting and noisy.	Another character asks him/her a fourth question to help him/her decide.	
Goat decided he wanted to go somewhere just like where he was.	The first character decides where he/she will go.	
Goat set up camp in the garden and packed some games and books to entertain him.	They pack and some activities to entertain him/her.	
Goat didn't want to be alone so Donkey joined him.	He/she asks their friend to join him/her.	
They played games in the tent and then snuggled down to read a book together.	They play the activities but decide a quiet activity is best.	

- Children will be able to add suffixes to verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think-thinking etc.*
- Children will be able to identify and use question marks.

- Note the above is merely an example. Teachers may choose an alternative text to chunk the plot of a simpler story or adapt/simplify the original text used.
- Using the innovated plan, model the creation of a whole class story map. Children to innovate the story independently or in pairs using the plan.
- Children to role play, in small groups or pairs, the new version of their story. Use props or small world figures to support this. Use drama techniques to enhance, e.g. *role play, freeze frame or hot seating.*
- Children draw a story map of their new version of the story and use it to tell their story. They should tell their story at least three times so they are sufficiently familiar with it to support the writing process. Children present their stories to the class, another pair or small group.
- Add any key vocabulary e.g. verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think-thinking and any questions that the characters may say to each other on speech bubbles.*
- Add any key questions between the characters, using speech bubbles, onto the plan.

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Stories with Familiar Settings – Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use the new plot pattern created. Use shared writing techniques to model a section at a time. Focus on skills – adding suffixes to verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think-thinking etc and* using question marks.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write their own narrative which includes:
 - full stops and capital letters.
 - sentences which make sense.
 - verbs where **no spelling change is needed** to the root word.
 - simple joining words to link ideas e.g. *and*.
 - features of simple narrative, such as an opening, middle and end.
 - question marks.

Outcome

- Narrative based on model text with innovation of character(s) and a familiar setting.

Presentation

- Publish the new story in book form, using best handwriting, for other children to read.
- Make a short film of the new adventure using the role play area for others to view.

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Non-fiction Texts: Information Booklets – Creative Learning Opportunities and Outcomes

Creating interest

- Arrange for the children to find a backpack left in the classroom. Investigate, by pulling out the items one by one, who the backpack might belong to and where they might be going. Use mini question hands to generate questions. Take turns to ask questions and listen to a partner's response.
- Hold a competition, in groups, to put up a tent by following some simple instructions. When complete, use speaking and listening techniques to discuss aspects such as how they felt and how they worked together to put it up.

Learning outcomes

- Children will be able to activate prior knowledge e.g. *what do you know about camping/the park/our school grounds etc?*
- Children will be able to listen to what others say.
- Children to be able to take turns.

Reading

Grammar: Warm ups throughout the reading phase – focus on using question marks.

Reading and responding

- Through shared reading sessions, explore a range of information texts and booklets in about a particular topic e.g. *the great outdoors, camping, bike riding, visiting places, rivers, climbing mountains*.
- Using the KWL grid record what they already know (K) about the topic, generate questions regarding what they want to know about the topic (W) and record these through shared writing. Once the text has been read, model how to answer the questions as to what they have learnt (L).
- Identify how each of the parts of an information text is used e.g. *contents page, glossary, sub-heading, captions, images* etc. Provide label cards for the different parts of an information book. Ask children to come and stick the relevant cards onto the relevant sections to secure understanding. The label cards can also be used to support a speaking activity in which the teacher to pulls a label from a bag or box and the children are challenged to 'talk for half a minute' with a talk partner about the purpose of that section.
- Provide opportunity for children to read information texts which are in line with their phonics ability. Using the same cards, children to find the relevant sections and tell a partner what they are for.
- Provide cards which contain facts from the shared text. Ask children to read their facts in pairs. Ask the children to gather in groups according to where in the book or booklet the information could be found e.g. *contents page*.

Learning outcomes

- Children will be able to recall specific information in texts.
- Children will be able to activate prior knowledge e.g. *what do you know about camping/the park/our school grounds etc?*
- Children will be able to listen to what others say.
- Children will be able to read aloud books closely matched to their improving phonic knowledge.
- Children will be able to introduce and discuss key vocabulary.

Reading and analysing

- Pick out any new vocabulary from the information text and model how to build and blend the word to decode it. Also, model how to use a dictionary to find out what the definition is. Display new word with definition on the working wall. Encourage use of this new vocabulary.
- Using a photocopied page from the shared text, model how to box up the information into relevant sections. Children 'box up' their own text by drawing rectangles or 'boxes' round the different sections.

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Non-fiction Texts: Information Booklets – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content – focus on rereading every sentence to check it makes sense.

- Using the original 'boxed up' text, the teacher models drawing up a blank version as a plan. Children repeat this process with their own text.
- Read a range of information booklets and on screen texts about a particular topic or take the children on a visit and discuss what they find there e.g. camping (mock up in the hall, school grounds etc), to the park, to the seaside etc.
- Write some sentences on sticky notes about what they have read or seen, re-reading them to check that they make sense.
- Model how to put these notes onto the blank 'boxed up' plan, categorising them. Add any titles, subheadings and images.

Learning outcomes

- Children will be able to reread every sentence to check it makes sense.
- Children will be able to recall specific information in texts.
- Children will be able to write simple sentences that can be read by themselves and others.

Writing

- Use shared writing techniques to model a section at a time from the 'boxed up' plan and notes. Focus on skills – using question marks, e.g. *for interesting facts – did you know ...?* Model re-reading every sentence to check it makes sense.
- Model the 'think it, say it, write it, read it' approach.
- Use AFL, marking and feedback to adjust the shared writing focus daily.
- Children discuss their writing with an adult and their peers and make improvements.

Learning outcomes

- Children will be able to write their own information text which includes:
 - full stops and capital letters.
 - sentences which make sense.
 - simple joining words to link ideas e.g. *and*.
 - features of information writing.
 - question marks for an interesting fact.

Outcome

- To write an information booklet about somewhere in the great outdoors.

Presentation

- Display booklets for others to read.
- Present as a power point presentation.

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Traditional Rhymes – Creative Learning Opportunities and Outcomes

Creating interest

- Go into the playground and teach the children some playground rhymes, encouraging the children to join in using actions.
- In small groups, children sing familiar playground rhymes, including skipping or clapping where appropriate.
- Send an envoy or two to a new group who then teach the new children their playground rhyme with the actions. Video for future use.

Learning outcomes

- Children will be able to listen to a range of poems.
- Children will be able to recognise and join in with language patterns and repetition.

Reading

Grammar: Warm ups throughout the reading phase – focus on capital letters for names of places.

Reading and responding

- Through shared reading, read, explore and respond to a range of rhymes.
- Perform some of the rhymes, using music, actions and other props where appropriate.
- Discuss and explore the different patterns created; repeated sounds; repeated words and phrases; how the text is laid out on page or screen.
- Discuss the meanings of unfamiliar words.
- Provide small groups with new or unfamiliar playground rhymes to learn and recite off by heart. Groups perform and teach the rest of the class the rhyme.
- Pick out any capital letters for names of places and create a list.

Learning outcomes

- Children will be able to use capital letters for names of places.
- Children will be able to recite rhymes and poems off by heart.
- Children will be able to identify rhyming words.
- Children will be able to identify repeated words.
- Children will be able to express their preferences and provide reasons for their views.

Reading and analysing

- Focus on one particular rhyme which links with the theme. Model the identification of the rhyming words and patterned language e.g.
Oranges and **lemons**,
Say the bells of St. **Clement's**.
You owe me five **farthings**;
Say the bells of St. **Martin's**.

When will you **pay me?**
Say the bells of **Old Bailey**.
When I grow **rich**,
Say the bells of **Shoreditch**.
- Provide a selection of traditional rhymes from which the children can choose. Read and discuss, allowing children to identify rhyming words. Pick out any capital letters for places e.g. *Shoreditch*. Choose their favourite.
- Discuss why choices have been made and what they like about their favourite rhymes. Play 'pass the microphone', holding it to say and complete the phrase *My favourite is...because...*

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Traditional Rhymes – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on using their phonic knowledge when spelling any unfamiliar words.

- Choose a traditional playground rhyme to base a new innovated rhyme on e.g. *Here we go Round the Mulberry Bush*.
- Linking to the outdoors, model how we can develop new ideas for the rhyme e.g. *Here we go round the camp fire*.
- Develop vocabulary ideas to include by asking questions such as: *What are we going round? What is the weather like?*
- In pairs or small groups, children pull out the parts which can be changed and discuss what vocabulary which could be used instead e.g. *apples and bananas* instead of *orange and lemons*.

Learning outcomes

- Children will be able to write simple phrases and sentences that can be read by themselves and others.
- Children will be able to use their phonic knowledge when spelling any unfamiliar words.
- Children will be able to orally rehearse ideas.

Writing

- Use shared writing techniques to model innovating a simple poem e.g.

Here we go round the camp fire,
The camp fire,
The camp fire.
Here we go round the camp fire
On a warm and toasty evening.

Here we go round the camp fire,
The camp fire,
The camp fire.
Here we go round the camp fire
So late in the evening.

- Following modelling, children write their own innovated poem based on a traditional playground rhyme.

Learning outcomes

- Children will be able to write their own poem based on a model which includes:
 - simple phrases and sentences that can be read by themselves and others.
 - capital letters for names of places.
 - words with finger spaces.
 - words spelt using their phonic knowledge.

Outcome

- A simple rhyme based on a traditional playground rhyme.

Presentation

- Publish the poems for other children to read and recite in the playground.
- Video the children acting out their new poem for other to learn.