



Year 1 English Overview 2022-2023

Genres: [Classic Poetry](#) [Contemporary Poetry](#) [Traditional Tales](#) [Classics](#) [Visual/Graphic](#) [Non-Fiction](#)

Themes: [Other Cultures/ Refugee](#) [Our Diversity](#) [Mental Health](#) [Environment](#)



Link Texts – for use in WCR, Class Novel, Essential Texts in book areas book areas or to exchange with core if necessary based on cohort. See also Essential Texts list

Year	Concept	Aut 1	Concept	Aut 2	Concept	Spring 1	Concept	Spring 2	Concept	Sum 1	Concept	Sum 2
1	Belonging	Wild Ruby's Worry (Mental Health)	How authors use seasonal change to reflect emotion	Pumpkin Soup The Snowman (book) Bare and the Hare (John Lewis)	Hidden meanings / things are not as they seem	Lemony Snicket – The Dark The Owl and the Pussycat (poetry) Little Red	Turning points / Grief / Resilience / Acceptance / Environment	Leaf My Nana's Garden Bed in Summer (poetry)	Empathy / Taking Care of Others	The Storm Whale / Dear Greenpeace Beegu	Self- Identity / New Beginnings / Bravery	Rapunzel The Suitcase (Refugee week / transition)
1 Link		Non – fiction animal texts		Pumpkin recipes (n/f)		The Owl who was Afraid of the Dark The Dark poem – Let's Think English		The Secret Sky Garden (link) Non-fiction environment		Pirate Pete – James Carter (perform poetry WCR)		Lubna & Pebble

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Autumn 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text (Vote, read, questions, discussion)	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts (see also the Essential Text list)	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Wild</p>  <p>Ruby's Worry (Mental Health)</p> 	<p>Belonging</p>	<p>Wild, unhappy, creature</p> <p>Be, come, do, go, house, I, friend, love, me, my, our, they, you, your, we, where</p> <p>Cultural Capital</p> <p>Forest school session – survival</p> <p>Visit to Oxley's Wood</p>	<p>Tom Percival texts</p> <p>Starting School texts</p> <p>See link texts</p>	<p>Wild</p> <ul style="list-style-type: none"> • Character description based on illustrations • Speech Bubbles • Writing in role as 'Wild'- feelings at various points in text • List of do's and don'ts if you find a wild animal when out <p>Ruby's Worry/ Perfectly Norman</p> <ul style="list-style-type: none"> • Writing own worries about return to school/ recent events • Note of advice to Ruby- how can she deal with her worry? • Thank you note from boy she helps • Poster- what can you do if you are worried 	<p>Non – fiction animal texts</p> <p>Where the Wild Things Are</p> <p>Dogger – Shirley Hughes</p> <p>Traction Man series- Mini Grey</p> <p>Jungle Book</p>	<p>Animals in FS</p> <p>Whatever Next- Jill Murphy</p> <p>Rainbow Fish</p>	<p>DT – worry monster</p> <p>History Changes in Living Memory- Toys through time</p> <p>RE Themed Unit- Belonging</p> <p>PSHCE Relationship s- Ourselves and others; similarities, differences and individuality</p>






Autumn 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading (Vote, read, questions, discussion)	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Pumpkin Soup</p>  <p>The Snowman (book)</p>  <p>Bare and the Hare (John Lewis advert)</p> 	<p>How authors use seasonal change to reflect emotion</p>	<p>Ask, come, today, was, said, says, were, put, one, where, full, house, his, a, friend, some.</p> <p>Cultural Capital</p> <p>Pumpkin picking trip Stanhill Farm - minibus</p> <p>Local shop visit to buy ingredients</p> <p>Theatre visit - The Snowman</p>	<p>Traditional Tales about things coming to life e.g. Gingerbread Man, Nutcracker,</p> <p>See link texts</p>	<p>Pumpkin Soup</p> <ul style="list-style-type: none"> Sensory exploration & description Diary writing as the duck- how does he feel when his friends are unkind? Diary comparison of different stages in text Retell story in 3rd or 1st person Interview with school cook (tips - link to author voice) Instruction writing for Pumpkin soup recipe (with author voice e.g. Jamie Oliver) <p>The Snowman</p> <ul style="list-style-type: none"> Mini book / Comic - Third person narrative of the story using pictures and film Role play of journey from ground to North pole Likes/ dislikes based on music Letter to the Snowman from the main character <p>The Bear and the Hare</p> <ul style="list-style-type: none"> Role play & speech bubbles Letter to own friend – showing empathy Comparison to other texts – how bears are portrayed Character descriptions, wanted posters Sequel about different season with focus on using season to reflect emotion 	<p>Pumpkin Soup sequels</p> <p>Seasonal texts</p> <p>Leaf Man</p> <p>Stick Man</p> <p>Scarecrow</p> <p>The Snowman- Michael Morpurgo chapter book</p> <p>The Jolly Postman / Jolly Christmas Postman</p>	<p>Enormous Turnip</p> <p>Jack & The Beanstalk</p> <p>Food for Festivals</p> <p>Making Soup /cooking activities</p> <p>Letters to Father Christmas</p>	<p>History - Toys</p> <p>Science - Seasons –</p> <p>PSHCE Relationship s- Our bodies</p> <p>Health and Wellbeing- Being healthy</p>



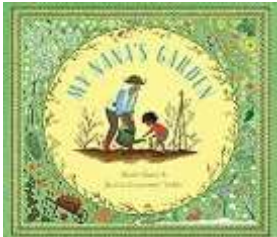


Spring 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading (Vote, read, questions, discussion)	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Lemony Snicket – The Dark</p>  <p>The Owl and the Pussycat (poetry)</p>  <p>Little Red</p> 	<p>Hidden meanings / things are not as they seem</p>	<p>Go, here, by, once, the, there, to, she, so, has and here.</p> <p>Cultural Capital</p> <p>Immersive experience of the dark, including exciting things e.g. glow stick bowling / fireworks</p>	<p>Traditional Tales</p> <p>See link texts</p>	<p>Lemony Snicket -The Dark</p> <ul style="list-style-type: none"> • Immersive experience of the dark • Thought bubbles of how he felt at different points • Letter to Lazlo giving advice how to not be afraid • Own chapter/ scene based on what can be done in the light/dark • Poem about dark / light • Non-chronological report on nocturnal animals <p>Little Red</p> <ul style="list-style-type: none"> • Retell the story in the first person in the style of the author • Similarities and differences between original and alternative versions • Writing from the Wolf’s perspective • Taster draft on wolves – Bob Cox style, focus on one small aspect • How does author build anticipation for another character (as did for wolf as Grandma – what big eyes /ears / nose; all the better) <p>The Owl and The Pussycat</p> <ul style="list-style-type: none"> • Start with an interesting artwork • Focus on certain lines / verse • In-depth vocabulary analysis – Bob Cox style • Adjectives 	<p>Alterative versions</p> <p>Books about the Dark</p> <p>Owl Who Was Afraid of the Dark</p> <p>Fox Explores the Night</p> <p>Nocturnal animals non-fiction texts</p> <p>A Cat’s Guide to the Night sky – Stuart Atkinson</p> <p>Original Fairy tale- SEND</p> <p>The King Who Banned The Dark</p> <p>Look Up!</p>	<p>Day monkey / Night Monkey</p> <p>FS Texts: Owl Babies / How to Catch a Star</p> <p>FS night / day theme</p> <p>Trad. Tales: RRH, Gingerbread Man, 3 Pigs, Cinderella Goldilocks.</p>	<p>PSHCE Relationships- Families and people who care for us</p> <p>Day & Night topic FS</p> <p>Seasons topic – Y1</p> <p>Science - Different animals</p> <p>History The Big Book of Shis-Usbourne</p>




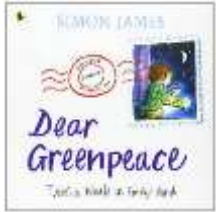
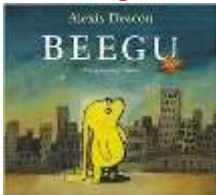
Spring 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text (Vote, read, questions, discussion)	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Bed in Summer (poetry) Robert Louis Stevenson (Geography- seasons)</p>  <p>Leaf</p>  <p>My Nana's Garden Dawn Casey (theme of bereavement) (seasons/ growing)</p> 	<p>Turning points / Grief / Resilience / Acceptance / Environment</p>	<p>Pull, push, was, be,</p> <p>Cultural Capital</p> <p>Visit to woods Garden Centre / allotment / kept garden (e.g. Hall place)</p> <p>Sky Gardens (London)</p> <p>Crossrail Station at Canary Warf</p>	<p>My Nature Trail – Benjamin Zephaniah</p> <p>See link texts</p>	<p><u>Bed in Summer</u></p> <ul style="list-style-type: none"> • Rewrite for modern day • Write for alternative season • Seasonal comparison of other things e.g. getting up in morning, walking to school <p><u>Leaf</u></p> <ul style="list-style-type: none"> • Predictions • Explanations about the character's behaviour • Instructional writing <p><u>My Nana's Garden</u></p> <ul style="list-style-type: none"> • Garden/ Season description • Rhyming activities • Poem based on each season 	<p>The Secret Sky Garden (link)</p> <p>Non-fiction environment</p> <p>If All the World Were</p> <p>Stories with similar pattern to 'The Acorn'</p> <p>Links to Geography Big Book of the UK</p> <p>Big Book of Blooms – Yummal</p> <p>Big Book of Nature- Nicola Davies</p> <p>Slow Down- 50</p> <p>Nature Stories- Rachel Williams</p> <p>Tree: Seasons Come, Seasons Go – Patricia Hegarty</p>	<p>Traditional Tales: Gingerbread Man, Three Little Pigs, Cinderella and Goldilocks.</p> <p>Jack & Beanstalk, Jasper's Beanstalk</p> <p>EYFS- topic growth Links to weather and seasons learning in foundation</p> <p>Forest school</p>	<p>Art- Seasonal change</p> <p>Science Four Seasons- Changes in weather and day length</p> <p>PSHCE/ RSE- Growing and Changing</p>

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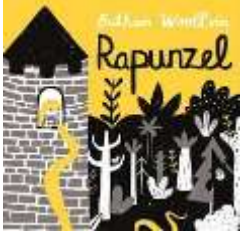

Summer 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading (Vote, read, questions, discussion)	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>The Storm Whale / Dear Greenpeace</p>   <p>Beegu</p> 	<p>Empathy / Taking Care of Others</p>	<p>Ask, friend, here, there, said, says, today, school, you, your</p> <p>Cultural Capital</p> <p>Visit to the Beach / aquarium / pet shop to learn how to take care of fish</p> <p>Visit to the Natural History Museum- Blue Whale</p> <p>Alien crash landing site</p>	<p>Pirate Pete – James Carter (perform poetry WCR)</p> <p>https://www.poetrybyheart.org.uk/poems/pirate-pete/</p> <p>Nursery rhyme - 1,2,3,4,5 once I caught...</p>	<p>The Storm Whale</p> <ul style="list-style-type: none"> • Writing in role - first impressions on seeing Whale • Instruction manual - how to look after whale • How to be a good friend leaflet • Report on whales – national geographic junior • Newspaper report – whale washes up, look at real examples <p>Dear Greenpeace</p> <ul style="list-style-type: none"> • If you could write to anybody, who would you write to? • Research Greenpeace and write to them • Publicity leaflet for Greenpeace • Write a report about whales that will teach Emily about them. • Speech / thought bubbles to accompany the illustrations in the book • Diary entry from Lucy’s point of view. • Sequel - Imagine Lucy sees her whale again at a later date. <p>Adventure story</p> <p>Beegu</p> <ul style="list-style-type: none"> • Writing in role as Beegu- first impressions • Letters home • Instruction manual (not if done for Storm Whale)/ leaflet for playground games • Travel brochure • Diary entry of Beegu’s experiences on Earth • Newspaper report 	<p>National Geographic Junior</p> <p>Newspapers</p> <p>Something Else</p> <p>Bog Baby</p> <p>Traction Man and the Beach Odyssey</p> <p>Billy’s Bucket</p> <p>The Storm Whale sequel</p> <p>The Big Book of the Sea</p>	<p>Rainbow Fish</p> <p>The Fish Who Could Wish</p> <p>Somebody Swallowed Stanley</p> <p>Toddle Waddle</p> <p>Snail and the Whale</p> <p>The Town Mouse and the Country Mouse</p>	<p>History Changes in Living Memory - Ships, Boats and their significance</p> <p>Deep study: trade, invasion, discovery and travel</p> <p>Art- Ships and Boats</p> <p>PSHCE Living in the Wider World- Caring for others</p>

Year 1 English Overview 2022-2023



Summer 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading (Vote, read, questions, discussion)	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Rapunzel</p>  <p>The Suitcase (Refugee week / transition)</p> 	<p>Self- Identity / New Beginnings / Bravery</p>	<p>Ask, be, full, friend, once, love, some,</p> <p>Cultural Capital</p> <p>Visit to Stevendroog Castle tower</p> <p>Hook – suitcase in classroom</p> <p>Interview with someone who was new to school</p> <p>Pen Pal with another country</p> <p>Transition activities</p>	<p>Lubna & Pebble</p> <p>The Friendship Bench</p> <p>See link texts</p>	<p>Rapunzel</p> <ul style="list-style-type: none"> • Compare and contrast the similarities and differences between texts • Diary writing in role looking out of the tower • Newspaper reports – building on each day (find girl, rescue attempts, where she is now) • Forest school writing opportunities <p>The Suitcase</p> <ul style="list-style-type: none"> • First person narrative of the journey • Opposing views- should/ shouldn't they open the case. • Persuasive writing- how can we make people feel welcome? • Welcome brochure for someone new to school • Thank you note/ letter to friends that built new house. • Personification of the suitcase. • Imaginative writing-what would they put in their suitcase? 	<p>The Colour of Home- Mary Hoffman</p> <p>Alternative Traditional Tales</p> <p>Journey</p>	<p>Little Red (Spring 1)</p> <p>Beegu (Summer 1)</p> <p>Traditional Tales</p>	<p>PSHCE Living in the Wider World- Ourselves and others, the world around us and caring for others</p> <p>Empathy Day/ Refugee Week</p>