**CURRICULUM OVERVIEW 2025.26**

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| **YR 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **To write labels**  **To write simple captions**  **To write simple sentences about themselves**  **To plan and write a recount in the first person**  **To write a simple poem** | **To write labels**  **To write simple captions**  **To write lists**  **To write a postcard to/from a familiar character**  **To create a fact file about a familiar character** | **To write a factual report**  **To plan and write an explanation text**  **To plan and write a narrative**  **To write a poem based on a familiar character** | **To write thought bubbles in the first person**  **To write an informal letter to/from a familiar character**  **To write a simple set of instructions**  **To identify rhyme**  **To learn a poem by heart** | **To write a character description**  **To write a wanted poster**  **To write and email to/from a familiar character**  **To write a recipe linked to the quality text** | **To write a non-chronological report**  **To write a set of simple instruction**  **To write a narrative based on a familiar story**  **To write a poem with some use of rhyme** |
| **Key new knowledge** | To write labels  To write simple captions  To learn and use new vocabulary  To begin to form letters correctly  To learn and use new vocabulary  To write simple sentences about ourselves and our families  To use capital letters  To spell CVC words correctly  To gather new vocabulary.  To use gathered vocabulary to create a profile about themselves.  To form letters correctly  To write simple sentences  To understand the features of a recount  To talk about what they want to write  To make a simple plan of their ideas.  To understand the structure of a recount.  To write in the past tense.  To express personal likes and dislikes.  To join in group discussion and oral rehearsal  To plan a poem  To write a simple similie poem | To write labels  To write simple captions  To learn and use new vocabulary  To learn and use new vocabulary  To write lists  To use phonics knowledge when spelling new words  To form letters correctly  To gather new vocabulary.  To use gathered vocabulary to create a setting description  To understand the structure of a postcard  To use their setting description as a word bank  To write a postcard  To form letters correctly  To understand the structure of a fact file  To find and collate information  To mind map ideas  To join in group discussion and oral rehearsal  To plan and draft a fact file  To write a simple fact file  To use adjectives  To use the appropriate tense | To understand the features of a report  To write in the first person  To use simple connectives  To group ideas together  To understand the features of an explanation text.  To talk about ideas for an explanation text.  To make a simple plan of ideas.  To use their knowledge and understanding of explanation texts to write a series of simple sentences.  To use their plans to support writing.  To use new learnt vocabulary when writing an explanation text.  To understand and talk about the features of a story.  To sequence a familiar story.  To collect useful words to help with story writing.  To make a simple plan for independent story writing.  To understand how to begin a story.  To write a series of simple sentences, including starting with a pronoun.  To retell a story in the third person.  To use interesting vocabulary choices.  To plan ideas for ‘Who am I?’ poem based on a well known story character.  To use adjectives to describe.  To write a ‘Who am I?’ poem based on a well known story character. | To identify feelings of characters in a story.  To write simple sentences in the form of thought bubbles to show a characters feelings.  To write in the first person.  To use connectives to join ideas in writing.  To understand the features of an informal letter.  To talk about ideas for an informal letter.  To make a simple plan of ideas for a letter based on the quality text.  To use their knowledge and understanding of an informal letter to write a series of simple sentences.  To group ideas together in time sequences.  To use their plans to support writing.  To use new learnt vocabulary when writing an informal letter.  To understand and talk about the features of instructions.  To sequence a set of simple instructions.  To collect useful words to help with instruction writing.  To make a simple plan for independent instruction writing.  To understand how to set out instructions.  To write a series of simple sentences, including starting with an imperative verb or time connective.  To group ideas together in time sequenced sentences.  To form numbers correctly.  To identify simple rhyming words.  To use Year 1 spelling patterns and phonics knowledge.  To learn and perform simple, well known rhyming poems. | To write simple sentences to describe a characters.  To write in the third person.  To use connectives to join ideas in writing.  To understand the features of a wanted poster.  To understand writing for a purpose and a range of audiences.  To talk about ideas for a wanted poster.  To collect vocabulary linked to a wanted poster.  To use their knowledge and understanding of a wanted posterto write a series of simple sentences.  To group ideas together in time sequences.  To use their plans to support writing.  To use new learnt vocabulary when writing a wanted poster.  To understand and talk about the features of an email.  To collect useful words to help with an email.  To compose a simple email to or from a familiar story character.  To consider the qualities we look for in a friend.  To write a simple recipe based on friendship.  To use imperative verbs.  To form numbers correctly. | To identify the features of a report  To write simple sentences to describe a characters.  To write in the third person.  To use connectives to join ideas in writing.  To recall the features of instructions  To understand writing for a purpose and a range of audiences.  To plan out instructions  To collect vocabulary linked to their writing.  To use their knowledge and understanding of instructions to write a series of simple sentences.  To group ideas together in time sequences.  To use their plans to support writing.  To use new learnt vocabulary when writing instructions.  To recall, understand and talk about the features of a narrative.  To talk about what they want to include in their narrative.  To plan out ideas in a story map.  To spell words with the prefix –un.  To begin to use question marks and exclamation marks correctly.  To write a narrative in the past tense.  To use connectives to join their ideas together.  To recall simple cvc rhyming words.  To read a range of short poems.  To think of a sentence and say it out loud.  To spell words ending in –s, -es, -ing, -est. |
| **Assessments** | Formative assessment  Questioning  Low stakes  Writing outcomes | Formative assessment  Questioning  Low stakes  Writing outcomes | Formative assessment  Questioning  Low stakes  Writing outcomes |  |  |  |