



English Curriculum Map 2025-26

Year One

Year 1	Term 1 and Term 2	Term 3 and Term 4	Term 5 and Term 6
Topic	Childhood	Bright Lights, Big City	Dinosaur Planet
Texts	The outside is in - Joe Moorwood Wilfred Gordon McDonald Partridge -Mem Fox Zagazoo – Quentin Blake	Claude in the city – Alex-T-Smith The town mouse and the country mouse -Susanna Davidson Paddington at the palace – Michael Bond	The story of little mole who knew it was none of his business – Werner Holzworth Tyrannosaurus Drip – Julia Donaldson Giganotosaurus – Jonny Duddle
NC Links - Writing	Compose and rehearse sentences orally. Sequence sentences to form short narratives. Write for different purposes. Reread and evaluate writing to check it makes sense and make simple revisions. Read writing aloud. Discuss what they have written. Use new and familiar punctuation correctly. Use sentences in different forms. Expand noun phrases to describe. Use simple conjunctions. Create to settings, characters and plot. Develop stamina for writing poetry.		
NC links – Reading	Listen to, discuss and express views about books at a level beyond that which they can read independently. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books. Discuss favourite words and phrases. Answer and ask questions. Predict what might happen on the basis of what has been read. Draw inferences on the basis of what is being said and done. Participate in discussion about what is read, taking turns and listening to others. Express views about reading. Increase familiarity with a range of books. Listen, discuss and express views about a wide range of poetry. Recognise simple reoccurring literary language in stories and poetry. Discuss and clarify the meanings of words. To learn poems by heart. Retell and story in sequence.		
NC- Links Speaking and Listening	Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role-play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas. Actively participate in discussion. Prepare and learn poems for performance. Speak audibly and fluently with an increasing command of standard English.		
Fiction	Oral storytelling, writing in role – Character empathy Narrative	Adventure – Narrative Character descriptions	Narrative – Writing a story
Non- Fiction	Autobiography Non-chronological report	Information texts – Posters Instructions	Information texts Fact files
Poetry	Riddles	Fables	Riddles/rhymes and lyrics
Other possible additional writing outcomes	Descriptions Diary Newspaper Play script Retell Debate Instructions Notes	Chronological report Non-chronological report Writing emails Postcard Directions Letter Postcard Recount Alternative endings	Setting/Character description Questions Labels/Captions Instructions Invitations Lists jokes

