

## SPRS – Academic Year 2021- 2022

### Curriculum Map – Subject: Key Stage 1 Literacy

**Aim –** Pupils in Key Stage 1 will become fluent in reading, writing and communication as they are exposed to a wide range of reading materials and resources. They are given opportunities to role play, discuss ideas, write for different purposes and talk about their ideas. It is a curriculum that builds on their skills and knowledge and allows pupils to connect their previous learning to new learning. It builds a solid foundation to for Key Stage 2.

Term 1		Term 2		Term 3	
Learning Cycle 1 7 <sup>th</sup> Sept 2021 – 22 <sup>nd</sup> Oct 2021 7 Weeks	Learning Cycle 2 1 <sup>st</sup> Nov 2021 – 17 <sup>th</sup> Dec 2021 7 Weeks	Learning Cycle 3 5 <sup>th</sup> Jan 2022 – 18 <sup>th</sup> Feb 2022 7 Weeks	Learning Cycle 4 28 <sup>th</sup> Feb 2022 – 8 <sup>th</sup> Apr 2022 6 Weeks	Learning Cycle 5 25 <sup>th</sup> Apr 2022 – 27 <sup>th</sup> May 2022 5 Weeks	Learning Cycle 6 6 <sup>th</sup> June 2022-25 <sup>th</sup> July 2022 7 Weeks
Baseline assessment		Assessment		Assessment	
<p><b><u>Intent – Traction Man</u></b> Read Traction Man to the class. Discuss what is happening in the story. Identify clues in the story to give ideas. Apply phonic knowledge and skills as the route to decode words. Pupils will respond speedily with the correct sound to the graphemes for all 40+ graphemes.</p> <p><b><u>Implementation</u></b> Pupils will be exposed to different superhero texts and discuss the texts. They will use visual clues from the story to help them infer what is happening and what the characters are like.</p>	<p><b><u>Intent – Traction Man</u></b> Pupils will identify familiarities in books by the same author and comment on illustrations. They will begin to organise their writing for a purpose. They will recognise some words that need a capital letter and when a full stop is needed.</p> <p><b><u>Implementation</u></b> Pupils will read a variety of books by the same author and identify similarities in the writing, the illustrations and the characters. They will be able to discuss this. They will re-read these books</p>	<p><b><u>Intent – Escape from Pompeii</u></b> Pupils will be exposed to fact and fiction books and understand the difference. They will understand a fiction story based on facts.</p> <p><b><u>Implementation</u></b> Pupils will read fact books on Pompeii and Mount Vesuvius. They will watch videos and understand this happened. They will begin to do some independent research. They will then read Escape from Pompeii and discuss the difference between this book and fact books. Pupils will use role-play</p>	<p><b><u>Intent – Escape from Pompeii</u></b> Pupils will read a selection of factual articles about Pompeii and Mount Vesuvius. They will identify the features of a newspaper article.</p> <p><b><u>Implementation</u></b> Pupils to be exposed to a wide variety of newspaper articles. They will identify the features, headline, sub heading. They will pick out key points of what happened in Pompeii and use this to write a newspaper article.</p>	<p><b><u>Intent – Rainforest Explorers</u></b> Pupils to read Rainforest Explorers. Focus on punctuation, capital letters. Pupils to put themselves in one of the characters shoes.</p> <p><b><u>Implementation</u></b> Pupils to read books on the Rainforest. They will find out what animals live there, the plants that grow there, the climate and the layers of the rainforest. They will read the Rainforest Explorer. They will write a short story from the perspective of one of the two characters.</p> <p><b><u>Impact</u></b></p>	<p><b><u>Intent – Rainforest Explorers</u></b> Pupils will recall the difference between fact and fiction and understand the difference between those and a fictional story.</p> <p><b><u>Implementation</u></b> Pupils to read Rainforest Explorer and the story they wrote last term. These are fictional stories. How did they know how the characters felt? They will be asked to think back to the work they did on Pompeii. How is this the same/different. Pupils will then use this</p>

<p>They will say aloud a sentence before beginning to write it.</p> <p><b><u>Impact</u></b></p> <p>The pupils will increase in their ability and confidence to decode words and have knowledge of the 40+ phonemes. They will be able to sit at a table and hold their pencil correctly.</p>	<p>to build up fluency and confidence in word reading. In reading they will recognise some punctuation. They will organise a sentence out loud and be able to write down with help.</p> <p><b><u>Impact</u></b></p> <p>Pupils confidence in reading and writing will increase. They will be able to read more fluently. They will be able to begin to structure a sentence.</p>	<p>to re-enact a scene from the story. They will use this to help them write a setting paragraph, using capital letter, full stops and 'and' to join 2 sentences.</p> <p><b><u>Impact</u></b></p> <p>Pupils will be able to understand the difference between fact and fiction. They will act out their own ideas to give them confidence to write this down.</p>	<p><b><u>Impact</u></b></p> <p>Pupils will be able to identify the difference between a newspaper article and a fact book. They will be able to pick out the most important points from a piece of writing.</p>	<p>Pupils will find out where the Rainforests are in the world, what the climate is like and what lives there. They will use clues from the story to be able to understand how the character feels and what they think and be able to use this in their writing.</p>	<p>knowledge to write a factual piece on the Amazon Rainforest.</p> <p><b><u>Impact</u></b></p> <p>Pupils have chance to look back on their previous work and connect it to what they are doing now.</p>
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