



John Henry Newman Academy Curriculum Map

WRITING						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phonics and Spelling Rules <u>Literacy</u> Use some of their print and letter knowledge in their early writing Letter Formation, Placement and Positioning <u>Physical Development</u> Use large muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. <u>Literacy</u> Write some letters accurately. Planning, writing and Editing <u>Communication and Language</u> Know many rhymes, be able to talk about familiar books and be able to tell a story. <u>Literacy</u> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. <u>Expressive Arts and Design</u> Begin to develop complex stories using small world equipment. Awareness of Audience, Purpose and Structure <u>Communication and Language</u> Use a wider range of vocabulary.					



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	To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Sentence Construction and Tense <u>Communication and Language</u> Understand 'why' questions. Develop their communication, but may continue to have problems with irregular tenses and plurals. Use longer sentences of four to six words. Use of Phrases and Clauses <u>Communication and Language</u> Use longer sentences of four to six words. Poetry and Performance <u>Communication and Language</u> Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books and be able to tell a long story. <u>Expressive Arts and Design</u> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know.
Reception	Phonics and Spelling Rules <u>Literacy</u> Spell words by identifying the sounds and then writing the sound with the letters. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.



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Letter Formation, Placement and Positioning

Physical Development

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy

Form lower case and capital letters correctly.

Write recognisable letters, most of which are correctly formed.

Planning, Writing and Editing

Communication and language

Learn new vocabulary.

Articulate their ideas and thoughts in well-formed sentences.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Listen to and talk about stories to build familiarity with the text, some as exact repetition and some with their own words.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.

Literacy

Form lower case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using capital letter and full stop.

Re-read what they have written to check it makes sense.

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Expressive Arts and Design



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Develop storylines in their pretend play.

Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure

Communication and Language

Learn new vocabulary.

Use new vocabulary throughout the day.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.

Develop social phrases.

Use new vocabulary in different contexts.

/Speaking

Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.

Sentence Construction and Tense

Communication and Language

Learn new vocabulary.

Use new vocabulary throughout the day.

Articulate their ideas and thoughts in well-informed sentences.

Connect one idea or action to another using a range of connectives.

/Speaking

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.



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Use of Phrases and Clauses

Communication and Language

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Express their ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Poetry and Performance

Communication and Language

Engage in story times.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Expressive Arts and Design

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Literacy/Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Expressive Arts/Creating with Materials, Being Imaginative and Expressive

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with their peers and their teacher.

Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to music.

Non-Fiction

Communication and Language

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Communication and Language/ Speaking

Offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction

Literacy/ Comprehension



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	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 3
Year 1	The Giant Turnip Action Stories The Sweet Talking Potato Descriptive Stories Explanations Explanations	The Lucky Duck Descriptive Story Red Riding Hood Story Endings Discussions Recount	Pigeon Books Instructions Funny Stories Poems	Letters and Postcards Letters Information Texts Fact Files	Send for a Superhero Wanted Posters Letters Character Descriptions Captions Beegu Descriptions Commands Letters Nonsense-word Dictionary Poems Non-Fiction Report	The Magic Bed Setting Description Additional Scenes Descriptions Lists
Year 2	Winnie the Witch Recount Adventure Stories Leon and the Place Between Poetry Mr Majeika Instructions	The Twits Instructions Chapter Writing Big Bad Pig Short Stories Inside the Villains Report writing	Paddington Bear Recount Stories in Familiar Settings Wanted Posters Great Fire of London Diary Entries Letters Instructions	Tadpoles Promise Stories Scientific Lifestyle Writing The Storm Whale Diary Entries Letters Flotsam	Giraffes Can't Dance Retelling of the Story Persuasive Adverts Description of a New Sweet Poem Comic Non-chronological Reports	Crocodiles Non-chronological Reports The Enormous Crocodile Newspaper Reports Peter Pan



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	Chronological Report Blog Posts			Character Description		Adventure Stories
Year 3	The Story of Isis and Osiris Comics Poetry Pharoah's Fate Narrative	Sam Woo is not Afraid of the Dark Letters Non-chronological reports The Boy, the Fox, the Mole and the Horse Letters Narrative	The Story of Romulus and Remus Narrative Roman Myths Persuasive Brochures Dum Spiro Playscript	The Story of Romulus and Remus Diary Entry The Micheivians Book Review	The Wild Robot Instructions The Girl and The Robot Narrative Coronation Persuasive Letter Jack Peers Recount	River Animals Non-chronological reports Year 3 Survival Guide Non-chronological Report Poetry
Year 4	The Demon Headmaster Fantasy Stories Matilda Diary Entry Heard it in the Playground Structured Poems	Lemony Snicket a Series of Unfortunate Events Recounts from a point of view Persuasion Macbeth Scripts Film/Book Review	Harry Potter and the Philosopher's Stone Fantasy Stories Letters Diary Entries Discussion (Film v Book) Biography Playscripts	Adventure Stories – Enid Blyton Adventure Stories Review Balanced Argument Great Adventurers Fact Files Information Writing	Oliver Twist Playscripts Historical Narratives A Little Princess Instructions Diary Entry Persuasive Letter	Charlie and the Chocolate Factory Dilemma Story Newspaper Reports Persuasive Adverts
Year 5	Peers - Transition Biography Fictional Narrative	Pumpkin Soup Playscript Fictional Animal	Newswise Newspaper Report Opinion Piece	Narrative	Homework Balanced Argument	Window Narrative Baking Bread – Link DT



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		Non-chronological Report Lion, the Witch and the Wardrobe Narrative	Lost Words Poetry		Fictional Plants – Link to Science Non-Chronological Reports Friendship Poetry	Procedural Text
Year 6	House Captains & Class jobs Persuasive Letter Why the Whales Came Diary Entry Balanced Argument	Journey to Jo’burg Narrative Martin Luther King I have a Dream Speech	Alice in Wonderland Film Review Non-chronological Report Character Description	The Lion, the Witch and the Wardrobe Narrative Playscript Hansel and Gretel Traditional Tale	Year 6 Survival Guides Non-chronological Report Football Balanced Argument	Alma – Short Film Narrative Cooking Instructions Thank you Letters Letter writing Memories Recounts When I grow up...