

Example Scheme of Work - MKSHK Year 1 English										
	Teacher		Pre-Prep	1	Year	1	No of pupils		Subject	English
	Term	Spring							No. of lessons	14
About this Unit		The children use their senses to explore the weather and the playground as they enjoy listening to a range of poetry. They come up with new vocabulary and sound effects and use real and invented words to describe what they feel – linking it all to their own experiences. They construct sentences to describe how things feel and sound. Oral rehearsal is encouraged at each step of the planning and writing process as they create short narratives and poems. They experiment with sound and rhythm to recite a poem as a group.								
Specialist language and terminology to be introduced										
Links to other subjects (NC refs)		ICT								
Resources: Active Learn – Bug Club, Wordsmith Windy Ways, When the Wind Blows, The Mud Pie Makers, Sounds good! On the playground,										

Session	Main focus	Teaching summary	Activity description
Comprehension 1: <i>Wind Ways</i> (Judith Nicholls)	Link what they hear and read to their own experiences	<ul style="list-style-type: none"> Go outside and talk about the weather. <i>What can you see / hear / feel / smell / taste?</i> Show 'Using your senses' (P ITP 1.1.1) and write 'weather' in the central box. Record the children's weather words under each heading. Introduce new vocabulary. <i>Have you been outside in strong wind? Can you see the wind?</i> Read '<i>Wind Ways</i>' by Judith Nicholls (P ITP 1.1.2). Point out that each question in the poem is about a different sense. Ask the children to make up actions for each verse of the poem and ask them to perform the actions as you reread it. <i>What do you think 'earth's wild hair' is?</i> (Trees, grass, shrubs etc.) 	Show 'Weather photographs' (P ITP 1.1.3). In groups, the children imagine what they would see, hear, smell, touch and taste if they were where one of the photographs was taken. Come back together and collect and discuss their ideas. Write their words on the Learning Wall .
Objectives: Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Draw on what they already know/background information/vocabulary provided by teacher			

Spoken language: Listen and respond appropriately

Photocopiables: N/A

Digital resources: [P ITP 1.1.1](#), [P ITP 1.1.2](#), [P ITP 1.1.3](#)

Day 2: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 2: <i>When the Wind Blows</i> (1) (John Foster)	Link what they hear and read to their own experiences	<ul style="list-style-type: none">• Go outside if it is windy or use an electric fan to create 'wind' in the classroom. Encourage the children to use their senses to understand and describe how the wind moves things and the sounds it makes. List descriptive words.• Find a sheltered place or switch off the fan. Talk Partners compare 'calm' and 'windy' conditions.• Show '<i>When the Wind Blows</i>' (P ITP 1.1.4) and read the poem by John Foster. Explore meaning. <i>Who can show me what coats do when they flap?</i>• Explain 'haven' and 'battle'.• Model selecting words and explaining why they are effective. (<i>I like 'swish' because it sounds like the action it is describing.</i>)	Referring to P ITP 1.1.4 , Talk Partners discuss their favourite words and phrases in the poem and copy them down on sticky notes. The children draw a picture of their chosen part of the poem and label their picture with the descriptive words from their sticky notes.

Objectives: Listen to and discuss a wide range of text types; Draw on what they already know/background information/vocabulary provided by teacher

Spoken language: Give well-structured descriptions, explanations and narratives; Participate actively in conversations

Photocopiables: N/A

Digital resources: [P ITP 1.1.4](#)

Day 3: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 3: <i>When the Wind Blows</i> (2) (John Foster)	Experiment with sound effects Recognise and join in with repeated or predictable parts of a poem	<ul style="list-style-type: none"> Remind the children of the sounds that the wind made in the poem <i>When the Wind Blows</i>. Display and reread the poem (P ITP 1.1.4), asking the children to join in with the repeated lines. Ask the children to pick out the words that describe different sounds and highlight them. <i>What do these words actually sound like?</i> Experiment with different ways of saying the words, e.g. softly, loudly, quickly, slowly. <i>What sort of actions or sound effects could you use to go with these words?</i> Challenge the children to experiment with making different types of wind sound effects, e.g. blowing fiercely, a gentle breeze, etc. 	Arrange groups and allocate one verse to each group. Allow time for the children to devise sound effects for their verse using instruments, objects (e.g. cardboard tubes, rustling paper). Then reread the poem while each group joins in and performs their verse. <i>Which sound effect did you like best? Why?</i>
<p>Objectives: Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher</p> <p>Spoken language: Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers</p> <p>Photocopiables: N/A</p> <p>Digital resources: P ITP 1.1.4</p>			

Day 4: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 4: <i>The Mud-pie Makers' Rhyme</i> (Janet Paisley)	Use real and invented words to describe things they can feel	<ul style="list-style-type: none"> Encourage the children to touch, squash and squeeze some mud or clay. Support them in describing it. <i>Is it wet / dry / smooth / rough / slimy / cool / warm?</i> Listen to 'The Mud-pie Makers' Rhyme' (P ITP 1.1.5), asking the children to listen for words describing the feel of mud. <i>Which words best describe what the mud/clay you touched earlier felt like? Can you think of</i> 	Provide feely bags containing objects with different textures. The children describe what they can feel, as well as trying to guess what the object is. Play a game, passing one of the bags around with each child thinking of a word to describe how the object feels. Collect descriptive words on the Learning Wall .

more real or invented words to describe the feel of the mud/clay? Write suggestions in the 'touch' section of 'Touch and hear' ([P ITP 1.1.6](#)) encouraging the children to have fun with language.

- Play a game where the children continue a string of real and invented rhyming words, using examples from the poem. (E.g. 'runny, funny, honey'.)

Objectives: Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher

Spoken language: Give well-structured descriptions, explanations and narratives; Speak audibly and fluently using Standard English

Photocopiables: N/A

Digital resources: [P ITP 1.1.5](#), [P ITP 1.1.6](#)

Day 5: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 5: <i>Sounds Good!</i> (Judith Nicholls)	Sound words Link what they hear read to their own experiences	<ul style="list-style-type: none"> • Ask the children to imagine they are listening to a meal being cooked. <i>What can you hear?</i> Prompt vocabulary, e.g. chopping, boiling, sizzling. • Listen to 'Kitchen sounds' (P ITP 1.1.7). Talk Partners think of words for the different sounds. • Show 'Touch and hear' (P ITP 1.1.6). <i>Do any words describe what you heard? What words could you add?</i> • Read <i>Sounds Good!</i> by Judith Nicholls (P ITP 1.1.8). <i>Which foods have you eaten?</i> Explain any unfamiliar foods. • Reread the poem. <i>What were your favourite sound words?</i> To check understanding, ask the children to say words in a way that matches their meaning. • <i>Have you heard these sounds in your kitchen? What other foods might sound similar?</i> 	Provide a selection of food (e.g. apples, crackers, jelly, popcorn, celery) for the children to explore the sounds they make. (Be aware of allergies.) In groups, they think of words to describe the sounds. Come back together, share and write words on the Learning Wall . Encourage further suggestions of real and invented words

Objectives: Listen to and discuss a wide range of text types; Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher

Spoken language: Listen and respond appropriately; Articulate and justify answers

Photocopiables: N/A

Digital resources: [P ITP 1.1.7](#), [P ITP 1.1.6](#), [P ITP 1.1.8](#)

Day 6: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 6: <i>On the Playground</i> (Wes Magee)	Link what they hear read to their own experiences Experiment with sound and rhythm	<ul style="list-style-type: none"> Take the children out to the playground when it is quiet and empty. Talk about how it looks and sounds at different times, e.g. empty/full. Talk Partners discuss playtime activities they like and what sounds they make. Listen to <i>On the Playground</i> by Wes Magee (P ITP 1.1.9). Reread the poem to the class, emphasising the rhythm and encourage the children to clap in time. <i>Which words describe sounds / movements? What are the children bumping / thumping? Why? Who can show me what 'creeping' is? What's another word for 'weeping'? What games do you play that involve leaping?</i> Read the poem again, with the children joining in. Experiment with different readings, e.g. loudly, quietly, quickly, slowly. 	<p>Reread the poem several times with the children joining in until most can recite it by heart.</p> <p>Arrange groups including children who can recite the poem securely in each group.</p> <p>Groups experiment with different ways of reciting the poem, e.g. clapping the rhythm or performing actions. Share and discuss performances.</p>

Objectives: Listen to and discuss a wide range of text types; Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher

Spoken language: Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener; Select and use appropriate registers

Photocopiables: N/A

Digital resources: [P ITP 1.1.9](#)

Day 7: Comprehension

Session	Main focus	Teaching summary	Activity description
Comprehension 7: <i>When the Wind Blows</i> <i>The Mud-pie Makers' Rhyme</i> <i>Sounds Good!</i> <i>On the Playground</i>	Link what they hear read to their own experiences Senses	<ul style="list-style-type: none">Assign a sense to each child, ensuring Talk Partners have different senses.Recap the poems from the previous sessions while Talk Partners listen for words relating to their given senses. Pause to allow time to discuss vocabulary.Rearrange the children into 'sense' groups. Have fun rereading the poems in different ways (e.g. slowly, quickly). Groups wave their hands when a word relating to their sense is mentioned. Explore words fitting into more than one category.<i>Which group waved most / least often? Why do you think their sense was mentioned most / least? Which word / poem did you like best? Why?</i>	Talk Partners reconvene. Issue each child with a new 'secret' sense sign from 'Senses signs' (P PCM 1.1.1). Talk Partners help each other to invent an expressive word for their sense. They Think-Pair-Share and have fun guessing the sense category of each other's words. Come back together, share and enjoy good examples.

Objectives: Be encouraged to link what they read or hear read to their own experiences; Draw on what they already know/background information/vocabulary provided by teacher

Spoken language: Participate actively in conversations; Consider and evaluate different viewpoints

Photocopiables: [P PCM 1.1.1](#)

Digital resources: [P ITP 1.1.4](#), [P ITP 1.1.5](#), [P ITP 1.1.8](#), [P ITP 1.1.9](#)

Day 8: Comprehension

Session	Main focus	Teaching summary	Activity description
Day 1: <i>The Mud-pie Makers' Rhyme</i> (Janet Paisley)	Rehearse sentences orally before writing them down Check sentences for correct structure	<ul style="list-style-type: none"> Reread '<i>The Mud-pie Makers' Rhyme</i>' (P ITP 1.1.5), emphasising the rhythm. The children join in where they remember the words and tap in time with the rhythm. Pass around an object from the feely bag, e.g. a piece of wood or some furry material. The children describe what the item feels like. Remind them of the words already collected on the Learning Wall. Use Teacher Demonstration to orally construct two sentences about the object. (E.g. <i>I can feel wood. It is hard.</i>) Demonstrate saying the sentences orally before writing them down. Involve the children in checking punctuation, use of capital letters and improving your sentences. 	Each child orally composes and then writes two sentences about an object from the feely bag. Remind them to rehearse each sentence aloud as they write, and to check their work. Come back together and share examples.
<p>Objectives: Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Spoken language: Listen and respond appropriately; Speak audibly and fluently using Standard English</p> <p>Photocopiables: N/A</p> <p>Digital resources: P ITP 1.1.5</p>			

Day 9: Comprehension

Session	Main focus	Teaching summary	Activity description
Day 2: <i>The Mud-pie Makers' Rhyme</i> (Janet Paisley)	Rehearse sentences orally before writing them down	<ul style="list-style-type: none"> Read <i>The Mud-pie Makers' Rhyme</i> (P ITP 1.1.5) once more, emphasising rhythm and reading descriptive words expressively. Being aware of allergies, pass around some soap, first dry, then wet, and invite words describing how it feels. Make links with <i>The Mud-pie Maker's Rhyme</i>. Write the words up on the board. 	Talk Partners think of descriptive words for wet soap, or choose vocabulary from the Learning Wall . They orally compose and then write two sentences. Invite the children to share their sentences with the class and to explain what they did. Prompt them to use grammatical terminology (full stop, capital letter, sentence).

	Check sentences for correct structure	<ul style="list-style-type: none"> Involve the children in orally composing two sentences about the dry soap (<i>I can feel soap. It is hard.</i>) Model writing the sentences, rehearsing them orally as you write. (<i>I need a capital letter and a full stop.</i>) Encourage the children to suggest different sentences with more adventurous vocabulary and scribe. 	
<p>Objectives: Say out loud what they are going to write about; Compose a sentence orally before writing it; Join words and sentences using 'and'; Begin to punctuate sentences; Use the grammatical terminology in Appendix 2 in discussing their writing</p> <p>Spoken language: Listen and respond appropriately; Give well-structured descriptions, explanations and narratives</p> <p>Photocopiables: N/A</p> <p>Digital resources: P ITP 1.1.5</p>			

Day 10: Composition tasks

Short composition 1

Session	Main focus	Teaching summary	Activity description
Day 1: Playtime	Rehearse sentences orally before writing them down Simple verbs Human sentences	<ul style="list-style-type: none"> Show 'Playtime' (P ITP 1.1.10). <i>Is this like our playground? Do you do the same things as these children?</i> Talk Partners discuss what the children in the picture are doing. <i>Can you think of any activities that are missing?</i> Share ideas and use Teacher Demonstration to compose short sentences about each activity. Point out the use of verbs and the simple structure of the sentences. (E.g. I can see ... I can feel ...) Involve the children in practising the sentences orally before writing and in checking the writing. Save the sentences for the next session. 	Mix up enlarged words from 'Playtime sentences' (P PCM 1.1.2) and give a word to all but one child. Challenge the child without a word to decide where each child should stand to form a 'human sentence'. Repeat the activity with different children taking turns to create new sentences.
<p>Objectives: Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>			

Spoken language: Articulate and justify answers; Participate actively in conversations

Photocopiables: [P PCM 1.1.2](#)

Digital resources: [P ITP 1.1.10](#)

Day 11: Short composition 2

Session	Main focus	Teaching summary	Activity description
Day 2: Playtime	Write simple sentences Rehearse sentences orally before writing them down	<ul style="list-style-type: none">Remind the children of the last session and reread the saved sentences.Show 'Playtime' (P ITP 1.1.10). <i>I wonder what sort of sounds we would hear in this playground.</i> Click to hear the sounds.Demonstrate composing sentences about the playground sounds.<i>What would it feel like to be in that playground?</i>Remind the children of the work they did on experiencing weather at the beginning of the unit and revisit the vocabulary on the Learning Wall. Demonstrate composing sentences orally about what they might feel and experience with their senses outside in the playground.	The children orally compose, then write and check sentences about what they can see and hear in P ITP 1.1.10 using the structure: <i>I can see ..., I can hear ...</i> etc. Share and discuss some of these sentences and talk about how the repeated phrases in their sentences are similar to the poem <i>On the Playground</i> by Wes Magee (P ITP 1.1.9).

Objectives: Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Spoken language: Listen and respond appropriately; Consider and evaluate different viewpoints

Photocopiables: N/A

Digital resources: [P ITP 1.1.10](#), [P ITP 1.1.9](#)

Day 12: Short composition 3

Session	Main focus	Teaching summary	Activity description
Day 1	Reorder sentences to form a simple narrative	<ul style="list-style-type: none"> • Ask groups to sketch and make notes about different activities during playtime on 'Playtime notes' (P PCM 1.1.3), and to take photographs. Display these on the Learning Wall. • Show 'What type of story?' (P ITP 1.1.11). Discuss deciding on the best order for the sentences, trying different alternatives, reading them back, checking how they sound and changing the order as necessary. • <i>What must have happened first? Would this be before or after? Let's check – does it sound right and make sense? What would sound better?</i> • Challenge Talk Partners to recount their journey to school orally in sequence. 	<p>Talk Partners use 'Story making' (P PCM 1.1.4) to create a short narrative. Encourage them to try out different orders, reread and discuss if it makes sense, make improvements and consider whether to add 'and'. The children can stick their final version on a new piece of paper.</p>
<p>Objectives: Say out loud what they are going to write about; Compose a sentence orally before writing it; Sequence sentences to form short narrative; Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils; Join words and sentences using 'and'; Begin to punctuate sentences; Begin to punctuate sentences</p> <p>Spoken language: Consider and evaluate different viewpoints</p> <p>Photocopiables: P PCM 1.1.3, P PCM 1.1.4</p> <p>Digital resources: P ITP 1.1.11</p>			

Day 13: Grammar Lesson 1: Y1 Introducing question marks

Session	Main focus	Teaching summary	Activity description
<p>Introduce the question mark and the term 'punctuation'</p> <p>Introduce the concept of a question and a 'question-sentence'</p> <p>Generate 'question sentences' orally, developing a 'feel' for their construction</p>		<ul style="list-style-type: none"> • Show 'Can you spot a question mark?' (G ITP 1.1.8). Read the rhyme and check that all the children recognise a question mark. Explain that it's a 'special full stop' (there is a full stop at the bottom) to show the end of a 'question-sentence'. <i>Can you spot all the question marks in the poem? How many more can you find in the pictures?</i> Explain that full stops and question marks are known as 'punctuation marks'. • Ask the children to join you in a choral chanting of the rhyme. • 	<p>Practise and perform: Discuss the way a question mark affects our tone of voice, so that it sounds like a question. <i>Can you think of any other ways that people use facial expressions or gestures to indicate a question?</i></p> <p>In groups of four, the children learn and recite two lines of the rhyme. Ask the groups to devise a performance (using intonation, facial expression and body language) to perform to the rest of the class.</p> <p>Extend: Groups or pairs of children use 'Story bridge' (F PCM 2.1.3) to create the story structure of <i>Operation Night Monster</i>.</p>
<p>Objectives: Begin to punctuate sentences</p> <p>Photocopiables: N/A</p> <p>Digital resources: G ITP 1.1.8, G ITP 1.1.9, Pilot's Licence 1.6</p> <p>Further Activities:</p> <p>Activity 1:</p> <p>Talk for writing: Show 'Question words' (G ITP 1.1.9). Ask the children to use the question words to generate question-sentences about the picture, e.g. <i>What is Red Riding Hood carrying? Where is the signpost pointing?</i> Make a list of their questions to add to the Learning Wall, pointing out the question marks.</p> <p>Display a poster of question words in the classroom. (This can be used in class and paired work throughout the curriculum to help children devise questions about their current topic.)</p> <p>Activity 2:</p> <p>Writing follow-up: In shared writing, demonstrate how the occasional use of a question can liven up a text, e.g. <i>What could it be?</i></p>			

Activity 3:

Reading follow-up: The best ways to improve children's understanding of punctuation are:

- Read aloud to the children every day so that, as well as the enjoying and being enriched by hearing stories, they are regularly exposed to the rhythms and patterns of written language.
- Ensure the children have frequent and regular opportunities to read aloud (to adults, other children, into voice recorders, etc.). This is the key way to encourage reading with fluency and expression, and involves responding to punctuation.

Use the quiz ([Pilot's Licence 1.6](#)) to reinforce children's knowledge of the terminology and content of the lesson.

Day 14: Grammar Lesson 2: Y1 Introducing exclamation marks

Session	Main focus	Teaching summary	Activity description
Introduce exclamation marks		<ul style="list-style-type: none">• Show 'Make a mark for exclamation!' (G ITP 1.1.10). Read the rhyme to the class. <i>Do you know what an exclamation is?</i> Explain that the point of an exclamation mark is to draw attention to words or sentences that should be read with exaggerated expression. They may sound surprised, angry, excited, etc, or just loud. Like the question mark, the exclamation mark is a 'special full stop' (there is a full stop at the bottom) that shows the end of a sentence. It is another punctuation mark.• Click 'next' to remove the exclamation marks. The children then have to help you to type them back in.• Reread the rhyme with the children joining you in chorus, using appropriate expression. Whenever they come to an exclamation mark, the children should draw one in the air with their forefinger.•	<p>Practise and perform: In groups outdoors, the children create an active, noisy, exuberant presentation of the rhyme to perform to each other. Use 'Make a mark for exclamation!' (G PCM 1.1.4) as a support and allow plenty of opportunity for the children to learn the rhyme.</p>

Objectives: Begin to punctuate sentences

Photocopiables: [G PCM 1.1.4](#)

Digital resources: [G ITP 1.1.10](#), [Pilot's Licence 1.7](#)

Further Activities:

Activity 1:

Get creative: The children make their own colourful comic strip exclamations (like those on [G ITP 1.1.10](#)). Remind them to include speech bubble exclamations as well as sound effects (which can be written as calligrams). Display the finished exclamations on the [Learning Wall](#).

Activity 2:

Reading follow-up: When reading shared text, draw attention to exclamation marks and the effect they have on the way a text is read aloud.

Use the quiz ([Pilot's Licence 1.7](#)) to reinforce children's knowledge of the terminology and content of the lesson.