

# Molehill Primary Academy Curriculum Maps

## English KS1 GPAS

	T1	T2	T3	T4	T5	T6
<b>Year 1</b>						
<b>Handwriting</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Letter formation practice: long ladder family</p> <p>Letter formation practice: one-armed robot family</p> <p>Letter formation practice: curly caterpillar family</p> <p>Letter formation practice: zig-zag monster family</p> <p>Form digits 0-9</p>	<p>Practising the vowels: i</p> <p>Practising the vowels: u</p> <p>Practising the vowels: a</p> <p>Practising the vowels: o</p> <p>Practising the vowels: e</p> <p>Letter formation practice: capital letters</p> <p>Form digits 0-9</p>	<p>Introducing diagonal join to ascender: joining at, all</p> <p>Practising diagonal join to ascender: joining th</p> <p>Practising diagonal join to ascender: joining ch</p> <p>Practising diagonal join to ascender: joining cl</p> <p>Introducing diagonal join, no ascender: joining in, im</p>	<p>Practising diagonal join, no ascender: joining cr, tr, dr</p> <p>Practising diagonal join, no ascender: joining lp, mp</p> <p>Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, ig</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter: joining nd, ld</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter: joining ng</p>	<p>Practising diagonal join, no ascender: joining ee</p> <p>Practising diagonal join, no ascender: joining ai, ay</p> <p>Practising diagonal join, no ascender: joining ime, ine</p> <p>Introducing horizontal join, no ascender: joining op, oy</p> <p>Practising horizontal join, no ascender: joining one, ome</p> <p>Introducing horizontal join, no ascender, to an anticlockwise letter: joining oa, og</p>	<p>Practising horizontal join, no ascender, to an anticlockwise letter: joining wa, wo</p> <p>Introducing horizontal join to ascender: joining ol, ot</p> <p>Practising horizontal join to ascender: joining wh, oh</p> <p>Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining of, if</p>
<b>Punctuation and grammar</b>	<p>Separate words with spaces</p> <p>How words can combine to make sentences (rather than clauses).</p> <p>Begin to use full stops and capital letters for the beginning and end of sentences</p> <p>Use a capital letter for the personal pronoun 'I', names and days of the week.</p> <p>Writing simple sentences in the first, second and third person (subject-verb agreement) – I am happy. You are happy. He is happy.</p> <p>Use determiners the, a, an, my, your, his, her</p>	<p>Consistently use full stops and capital letters for the beginning and end of sentences</p> <p>Consistently use capital letters for proper nouns (names of people and places)</p> <p>Write a simple sentence starting with a noun/ proper noun.</p> <p>Begin to use question marks</p> <p>Begin to use exclamation marks.</p> <p>Joining words and joining clauses using 'and'</p> <p>Understand the difference between 'and' and 'but'</p>	<p>Consistently use capital letters, full stops, exclamation marks and question marks to demarcate the beginning and end of sentences and questions.</p> <p>Subject-verb agreement with "I", "you", "we" and "he/she" for the verbs "to do", "to be" and "to have". (I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is)</p> <p>Regular plural noun suffixes –s and –es</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.(e.g helping, helped helper)</p>	<p>Write a sentence in simple present continuous tense ("to be" + "-ing") – He is sitting on the carpet. He is sitting on the red carpet.</p> <p>Write a simple sentence with a regular simple past tense verb (adding –ed) – He worked in the classroom</p> <p>Change one type of sentence to form another, eg, a statement to a question</p> <p>Orally devise alliteration.</p> <p>Correctly structure compound sentences with and/ or/ but.</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words – er and –est</p> <p>Comparative and superlative adjectives, adding –er and –est to regular adjectives</p> <p>How the prefix un-change the meaning of verbs and adjectives</p> <p>Sequencing sentences to form short narratives.</p> <p>Simple synonyms for 'and'</p>	<p>Adding appropriate adjectives to sentences.</p> <p>Understanding what an adverb is and does.</p> <p>Changing general nouns to specific nouns, eg, "car" to "Ferrari"</p> <p>How to use simple prepositions in a sentence.</p> <p>Similes</p>
<b>Vocabulary pupils must use (Words in brackets to be modelled by adults)</b>	<p>Letter, capital letter, full stop, lower case letter, punctuation</p> <p>Word</p> <p>Sentence</p> <p>(noun, verb, pronoun, proper noun, clause)</p>	<p>Question mark</p> <p>Exclamation mark</p> <p>(compound sentence)</p>	<p>Singular, plural, person</p> <p>(subject, suffix, root word)</p>	<p>(tense, past, present, statement, question, co-ordinating conjunctions)</p>	<p>(adjective, synonym)</p>	<p>(adjective, adverb, preposition)</p>

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## English KS1 GPAS

	T1	T2	T3	T4	T5	T6
<b>Year 2</b>						
<b>Handwriting</b>	<p>How to join in a word: high frequency words</p> <p>Introducing the break letters: j, g, x, y, z, b, f, p, q, r, s</p> <p>Practising diagonal join to ascender in words: eel, eet</p> <p>Practising diagonal join, no ascender, in words: a_e</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter in words: ice, ide</p>	<p>Practising horizontal join, no ascender, in words: ow, ou</p> <p>Practising horizontal join, no ascender, in words: oy, oi</p> <p>Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode</p> <p>Practising horizontal join to ascender in words: ole, obe</p> <p>Practising horizontal join to ascender in words: ook, ool</p>	<p>Practising diagonal join to r: ir, ur, er</p> <p>Practising horizontal join to r: or, oor</p> <p>Introducing horizontal join from r to ascender: url, irl, irt</p> <p>Introducing horizontal join from r: ere</p> <p>Practising joining to and from r: air</p>	<p>Introducing diagonal join to s: dis</p> <p>Introducing horizontal join to s: ws</p> <p>Introducing diagonal join from s to ascender: sh</p> <p>Introducing diagonal join from s, no ascender: si, su, se, sp, sm</p> <p>Introducing horizontal join from r to an anticlockwise letter: rs</p>	<p>Practising diagonal join to an anticlockwise letter: ea, ear</p> <p>Introducing horizontal join to and from f to ascender: ft, fl</p> <p>Introducing horizontal join from f, no ascender: fu, fr</p> <p>Introducing qu (diagonal join, no ascender)</p>	<p>Introducing rr (horizontal join, no ascender)</p> <p>Introducing ss (diagonal join, no ascender, to an anticlockwise letter)</p> <p>Introducing ff (horizontal join to ascender)</p> <p>Capital letter practice: height of ascenders and capitals</p>
<b>Punctuation and grammar</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Coordinating conjunctions to create a compound sentence: or, and, but</p> <p>Subordinate conjunctions to create a complex sentence: when, if, that, because</p> <p>Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)</p> <p>Suffixes – adding “-ness”, “-ment” and “-er” to form a noun: kind – kindness teach – teacher enjoy – enjoyment</p>	<p>To identify imperative verbs and use these in a command – Give me that pen.</p> <p>Write a statement of fact with a capital letter and full stop.</p> <p>Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark</p> <p>Write a short sentence with an exclamation mark</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Compound nouns: noun + noun (football) adjective + noun (whiteboard)</p> <p>Using commas to separate lists</p>	<p>Suffixes – formation of adjectives by adding “-ful”: care – careful</p> <p>Suffixes – formation of adjectives by adding “-less”: help – helpless</p> <p>Move from generic nouns to specific nouns, eg, “dog” to “terrier</p> <p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) I like, he/she likes, we like, they like, you like</p> <p>Apostrophes of omission: he didn’t, he couldn’t</p> <p>Apostrophes to mark singular possession in nouns [for example, the girl’s name]</p>	<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: big – bigger – biggest</p> <p>Adding “-ly” to an adjective to make an adverb: quick – quickly</p> <p>“-ly” starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Use past continuous (progressive) tense He was playing at school.</p> <p>Use present continuous (progressive) tense: “to be” + “-ing” I am playing he/she is playing they are playing</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Inverted commas: put the spoken word into inverted commas and start with a capital letter.</p>	<p>Mastery of these skills and clear application in independent work.</p>
<b>Vocabulary pupils must use (Words in brackets to be modelled by adults)</b>	<p>compound sentence, complex sentence, conjunction (co-ordinating and subordinating) adjective, preposition, noun, noun phrase suffix</p>	<p>statement, question, exclamation, command verb comma</p>	<p>tense, past, present apostrophe</p>	<p>adverb</p>		