

MEDIUM TERM PLANS

Autumn 1				
	Focus	Curriculum Objectives	Example Sequence of Teaching	Possible texts
Friendship and Responsibility: I can make friends.	<b>Fiction: Narrative</b> – retell simple and familiar narratives with a focus on using basic punctuation and expanded noun phrases.	<p>Handwriting</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul> <p>Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> <li>- Use full stops, capital letters and question marks correctly.</li> <li>- Understand and use the terminology ‘noun’, ‘adjective’, ‘verb’ and ‘noun phrase’</li> <li>- Use expanded noun phrases or description and specification</li> <li>- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- Form adjectives by adding suffixes such as –ful and -less</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by writing narratives about the personal experiences of others (fictional) and poetry</li> <li>- Consider what they are going to write before beginning by saying aloud what they plan to write (<i>with the help of visual sequencing aids such as story maps</i>)</li> <li>- proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>Transcription</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>- Learn to spell common exception words</li> </ul>	<p>Explore and familiarise the children with stories through reading, role play, story maps and matrixes. Note features of the genre such as story structure, lesson/moral and personification of animals.</p> <p>Children learn to name the parts of speech (noun, verb and adjective) and practice improving sentences by adding more interesting word choices.</p> <p>Read as a writer, identifying ways that the author engages the reader, note how parts of speech are used effectively in the text.</p> <p>Children apply learning by adding detail to their simple retellings with adjectives and of powerful verbs.</p> <p>Encourage children to ‘magpie’ interesting words from their reading and use them in their own writing.</p> <p>Write a retelling of a familiar fable.</p>	<p>Fables such as ‘The Ant and the Grasshopper, The Boy who Cried Wolf, The Tortoise and the Hare’</p> <p>John Norman Patrick McHennessy</p>
	<b>Poetry:</b> Make a recipe for a good friend	<ul style="list-style-type: none"> <li>- Consider what they are going to write before beginning by saying aloud what they plan to write (<i>with the help of visual sequencing aids such as story maps</i>)</li> <li>- proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>Transcription</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>- Learn to spell common exception words</li> </ul>	<p>Read some poems that take the form of recipes E.g. a recipe for summer/love/me etc</p> <p>Make links to PSHE work on friendship, identify qualities of a good friend and brainstorm words with the –ful suffix that describe a good friend (thoughtful, playful, joyful, truthful, peaceful).</p> <p>Explore how the adjectives can be transformed into nouns with the suffix –ness, rehearsing spelling rules.</p> <p>Use the –ness words to write a recipe for friendship. E.g Add a handful of thoughtfulness, a sprinkle of playfulness, a spoonful of honesty etc.</p>	<p>Even my Ears are Smiling: Michael Rosen (Compilation)</p> <p>Recipe Poems</p>

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Autumn 2				
	Focus	Curriculum Objectives	Example Sequence of Teaching	Possible texts
Friendship and Change: I can make changes	<p><b>Non-Fiction: Recount</b></p> <p>I can recount a real past event using consistent past tense and time conjunctions.</p>	<p>Handwriting</p> <p>A1 Objectives +</p> <ul style="list-style-type: none"> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p>Spelling punctuation and Grammar</p> <p>A1 Objectives +</p> <ul style="list-style-type: none"> <li>- Use exclamation marks correctly</li> <li>- Use commas to separate items in a list</li> <li>- Learn how to use sentences with different forms: command, statement, question, exclamation</li> <li>- co-ordination (using or, and, or but)</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by writing about real events</li> </ul>	<p>Making links to the History curriculum, read lots of recounts of the actions of significant activists from the past. Explore a range of non-fiction texts such as books, fact sheets and internet sources. Note key features of the genre such as chronological sequence of events, time conjunctions and past tense.</p> <p>Write a simple recount of own experiences e.g. visit to Forest School.</p> <p>Plan a recount of a significant historical event e.g. gunpowder plot, 1955 bus boycott. Use mapping and/or boxing up techniques to sequence the key events and note down new and/or useful vocabulary.</p> <p>Use plans to support writing the recount. Children read their work to themselves and out loud to others to support them to identify errors and make additions and revisions.</p>	<p>Non-Fiction Texts</p> <p>Great Events: The Gunpowder Plot (Gillian Clements)</p> <p>Rosa: Nikki Giovanni</p> <p>Little People, Big Dreams: Emmeline Pankhurst</p>
	<p><b>Fiction and Non-Fiction Letters</b></p> <p>I can write letters to real and fictional people using different sentence types and commas in lists. Use conjunctions of co-ordination.</p>	<ul style="list-style-type: none"> <li>- Write for different purposes</li> <li>- Consider what they are going to write before beginning by writing down key words and vocabulary</li> <li>- re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- Make simple additions and revisions by reading aloud with the appropriate intonation to make meaning clear</li> </ul> <p>Transcription</p> <p>A1 Objectives +</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Apply spelling rules for adding plural suffixes</li> <li>- Apply spelling rules for adding -ing, -ed, -er, -est, -y (Double, drop, do nothing and change y to an i rules)</li> </ul>	<p>Read lots of different texts based around letters and real letters. Not features of a letter, sender's address, greeting, main text, closing.</p> <p>Read and respond to letters from real and fictional people.</p> <p>Plan a letter using a mixture of key vocabulary and pictures. Use the plan to write a letter to a real or fictional person.</p> <p>Opportunities for writing letters include</p> <ul style="list-style-type: none"> <li>-writing letters to or in role as a character from a story</li> <li>-write letters to Santa</li> <li>-write letters to accompany Christmas cards we send to residents at local nursing homes</li> <li>-write letters to 'The man on the moon' from John Lewis Christmas advertisement</li> <li>-write to local businesses to request donations of items/gifts for the Christmas Fair.</li> </ul>	<p>The Day the Crayons Quit: Oliver Jeffers</p> <p>Dear Teacher: Amy Husband</p> <p>The Jolly Postman: Alan and Janet Ahlberg</p> <p>Dear Tooth Fairy: Durant Alan</p>

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Passions and Dreams: I can follow my dreams	<p><b>Non Fiction: Instructions</b></p> <p>I can write a set of instructions using imperative verbs, time conjunctions and conjunctions for subordination</p>	<p>Handwriting</p> <p>A1 Objectives +</p> <ul style="list-style-type: none"> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p>Transcription</p> <p>A1 and A2 Objectives +</p> <ul style="list-style-type: none"> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by writing about real events</li> <li>- Write for different purposes</li> <li>- Consider what they are going to write before beginning by writing down key words and vocabulary</li> <li>- re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- Make simple additions and revisions by reading aloud with the appropriate intonation to make meaning clear</li> </ul> <p>Spelling punctuation and Grammar</p> <p>A1 and A2 Objectives +</p> <ul style="list-style-type: none"> <li>- Use apostrophes for contracted forms and the possessive (singular)</li> <li>- Use conjunctions of subordination (using when, if, that, or because) to add detail to instructions</li> <li>- Learn how to use the present and the past tenses consistently (Biography – Past Tense, Instructions – Present Tense)</li> </ul>	<p>Read and follow lots of different sets of instructions, e.g. making bird feeders, salt dough, drawings and crafts. Note features of instructions – Sequencing language, numbers, bullet points for equipment, imperative verbs and conjunctions to extend instructions to be more precise. Make links to computing work on Algorithms.</p> <p>Map a set of instructions to support learning them by heart. Write instructions from the POV of somebody who has a great passion (E.g. Defeating Giants) Write instructions, including features of the genre. Apply same instructions format to writing a set of instructions linked to their own passions.</p>	<p>How to wash a woolly mammoth</p>
	<p><b>Non-Fiction: Biography</b></p> <p>I can write a short biography of someone who has followed their dreams.</p>	<p>Read lots of biographies, noting features of the genre – past tense, chronological sequencing etc. Chn use biographies to answer questions about an individual.</p> <p>Plan a biography together, map and learn main events by heart but add own adjectives to the planning and retell in own words.</p> <p>Write a biography about someone who followed their passions. Re-read checking for mistakes and making changes in purple pen.</p>	<p>Little People: Big Dreams biographies for</p> <ul style="list-style-type: none"> <li>-Amelia Earheart</li> <li>-Emmeline Pankhurst</li> <li>-Captain Tom</li> <li>-Muhammad Ali</li> </ul> <p>One Giant Leap: The Story of Neil Armstrong (Don Brown)</p>	

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Spring 2				
	Focus	Curriculum Objectives	Example Sequence of Teaching	Possible texts
Adversity and Resilience: I can do it!	<p><b>Fiction: Narrative</b></p> <p>Write a recycled story about facing adversity with a focus on creating an engaging opening to 'hook' the reader with a focus on adjectives and adverbs.</p>	<p>Handwriting A1 Objectives +</p> <ul style="list-style-type: none"> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p>Transcription A1 and A2 Objectives +</p> <ul style="list-style-type: none"> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguish between homophones and near-homophones</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by writing for different purposes</li> <li>- Consider what they are going to write before beginning by writing down key words and vocabulary</li> <li>- re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- Make simple additions, revisions and corrections to their writing by evaluating their writing with the teacher and other pupils</li> </ul> <p>Spelling punctuation and Grammar A1 and A2 Objectives +</p> <ul style="list-style-type: none"> <li>- Use apostrophes for contracted forms and the possessive (singular)</li> <li>- Use conjunctions of subordination (using when, if, that, or because) to add detail to instructions</li> <li>- Use the suffix -ly to turn adjectives into adverbs.</li> </ul>	<p>Chn familiarise themselves with a traditional tale of adversity, explore through reading, role play and art.</p> <p>Read extracts of different openings that 'hook' the reader in different ways. E.g. with vivid character or setting description or with exciting action. Note the use of adverbs and powerful verbs in action openings and expanded noun phrases in descriptive openings. Challenge children to write a new opening for the familiar story.</p> <p>Recycle a familiar story, making changes to characters and/or settings. Children plan their story using a storyboard – adding new and/or useful vocabulary. Make use of Thesauruses regularly to support interesting word choices. Children write their story with the support of their planning templates.</p> <p>Make use of self and peer evaluation using visual success criteria and highlighters.</p>	<p>Rosie Revere, Engineer: Andrea Beaty</p> <p>Baba Yaga's Black Geese (Folk Tale)</p> <p>Tiddalik the Greedy Frog: An Aboriginal Dreamtime Story (Nicholas Wu)</p>