

English long term plan 2021- 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me/ People who help us	Farms/ Farm animals	Fairy tales	Under the sea	Bears	Kings and Queens
English	<p>Fiction/ Non-fiction stories about people who help us –2 weeks</p> <p>Fiction story – The Lion Inside. Creating speech/ thought bubbles based on character’s feelings – 3 weeks</p> <p>Poetry – 1 week Work within a group to read and perform free verse. Creating our own poem.</p> <p><i>I can begin to write recognisable</i></p>	<p>Non- fiction Draw pictures to illustrate a sequence of events with supporting sentences. 2 weeks.</p> <p>Retell a farm story – 2 weeks.</p> <p>Non fiction Informative labels/ captions about Farms – Display? 1 weeks</p> <p>Poetry – 1 week Begin to understand rhyming couplets and become familiar with rhyming poems.</p>	<p>Stories with a sequence of events – 2 weeks Children to be able to order a sequence of events using familiar vocabulary.</p> <p>Fiction - Children to use their knowledge on the structure of stories to create their own. 3 weeks</p> <p>Poetry – 1 week Read, write and perform free verse</p> <p><i>I can begin to write recognisable</i></p>	<p>Non-fiction Children to create a non-fiction poster about a chosen sea creature– 2 weeks</p> <p>Non fiction – instructions Following a visit to the aquarium. Children to write instructions on how to keep the wildlife safe – link to plastic pollution? 2 weeks</p> <p>Poetry 1 week Reciting familiar poems by heart.</p> <p><i>I can begin to write recognisable</i></p>	<p>Non- fiction – Write a simple non- fiction report on Bears - 2 weeks</p> <p>Creative writing about a bear – 2 weeks.</p> <p>Fiction – retell story with a bear – 2 weeks.</p> <p>Poetry 1 week Reciting familiar poems by heart.</p> <p><i>I can begin to write recognisable letters, most of which are correctly formed.</i></p>	<p>Fiction - Children to use their knowledge on the structure of stories to create their own. 2 weeks</p> <p>Non fiction – Fact sheets on a chosen King/ Queen. 2 weeks</p> <p>Description of a perfect setting for a King/ Queen – 1 week</p> <p>Poetry – 1 week Read, write and perform free verse poems.</p> <p><i>I can begin to write recognisable letters, most of</i></p>

	<p>letters, most of which are correctly formed. I can begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. I can begin to write simple phrases and sentences that can be read by others.</p> <p>I can anticipate where appropriate key events in stories.</p> <p>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary. I can use and understand recently</p>	<p>I can begin to write recognisable letters, most of which are correctly formed. I can begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. I can begin to write simple phrases and sentences that can be read by others.</p> <p>I can anticipate where appropriate key events in stories.</p> <p>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary.</p>	<p>letters, most of which are correctly formed. I can begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. I can begin to write simple phrases and sentences that can be read by others.</p> <p>I can anticipate where appropriate key events in stories.</p> <p>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary. I can use and understand recently</p>	<p>letters, most of which are correctly formed. I can begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. I can begin to write simple phrases and sentences that can be read by others.</p> <p>I can anticipate where appropriate key events in stories.</p> <p>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary. I can use and understand recently</p>	<p>I can begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. I can begin to write simple phrases and sentences that can be read by others.</p> <p>I can anticipate where appropriate key events in stories.</p> <p>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary. I can use and understand recently introduced vocabulary during discussions about</p>	<p>which are correctly formed. I can begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. I can begin to write simple phrases and sentences that can be read by others.</p> <p>I can anticipate where appropriate key events in stories.</p> <p>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary. I can use and understand recently introduced</p>
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	introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.	I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.	introduced vocabulary during discussions about stories non-fiction, rhymes and poems and during role- play.	introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.	stories, non-fiction, rhymes and poems and during role- play.	vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.
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