

White Mere Community Primary School - English Medium Term Plan (Year1)

	Term 1 - Autumn		Term 2 - Spring	Term 3 - Summer
Topic	Great Fire of London (A)/ Times of LS Lowry(B)		Life of Queen Victoria (A)/ All at Sea (B)	Railways (A) / New Worlds (B)
Narrative	Stories to love: with familiar settings and predictable language		Fairy tales and Traditional Tales	Contemporary fiction: New authors
Suggested final written outcome	Joins in with predictable phrases and can orally retell a familiar story Write simple sentences about setting and characters using adjectives, capital letter and full stop Draw and label story map/ mountain to sequence events Example texts: We're Going on a Bear Hunt/ Where the Wild Things Are/ A Squash and a Squeeze (other Julia Donaldson books)		Orally retell traditional/ fairy tales Draw and label story map/ mountain to sequence events Write sequenced sentences about chosen tale using adjectives, capital letters and full stops Uses co-ordinating conjunction 'and to create compound sentences Example texts: Little Red Riding Hood/ Billy Goats Gruff/ The Gingerbread Man/ Cinderella	Discuss and write sentences about new books read as class and individually explaining what they liked about book/ favourite character Orally retell stories read Draw and label story map/ mountain to sequence events Write sequenced sentences to form short narrative using adjectives, capital letters and full stops Uses co-ordinating conjunction 'and to create compound sentences Example texts: these will change in accordance to new books released.
Non-fiction	Labels and captions	Instructions	Reports	Recounts
Suggested final written outcome	Write labels for classroom e.g. tray labels e.tc. Create classroom book 'All about Year 1' Write labels/ captions to support images discussed in topics and uses words and phrases appropriate to topic/task	Write set of simple instructions linked to Christmas e.g. how to build a snowman in the correct order / bullet points to list equipment etc	Write relevant sentences under given sub-headings e.g. Boats, Cars To create a report page on topic area - including labels and captions	Write personal recount of an event/trip e.g. class trip to beach, carnival day Uses co-ordinating conjunction 'and to create compound sentences Write relevant ideas linked chronologically Using simple time related words e.g. first, next, then
Poetry	All about...			Using Senses
Suggested final written outcome	Hear, read and respond to a range of simple poems on a shared theme, for example weather, animals, toys Write words and phrases to describe theme in poetry frame			Read and recite poems linked to sentences In pairs write new sentences to describe what they can hear, see, smell, touch and feel in simple poetry frame linked to theme/ topic e.g. the sea-side

White Mere Community Primary School - English Medium Term Plan (Year2)

	Term 1 - Autumn		Term 2 - Spring	Term 3 - Summer
Topic	Great Fire of London (A)/ Times of LS Lowry(B)		Life of Queen Victoria (A)/ All at Sea (B)	Railways (A) / New Worlds (B)
Narrative	Stories to love: with familiar settings and predictable language		Traditional Tales/ alternative tales	Traditional Tales - Fables/ fables from around the world
Suggested final written outcome	<p>Write a contrasting setting description of a familiar setting</p> <p>Write own version of a familiar story using contrasting setting description and adventurous word choices for effect</p> <p>Write book review</p> <p>Example Texts: Peace at last/ The Lighthouse Keepers Lunch/ The Jolly Postman</p>		<p>Write an alternate version of a well-known tale e.g. The three little wolves and the big bad Pig with correct structure and appropriate opening/ending for tale e.g. Once upon a time/ they all lived happily ever after</p> <p>Using varied sentence openers including adverbs suddenly, finally, slowly</p> <p>Uses adventurous word choices for effect</p> <p>Example Texts: Goldilocks and The Three Bears/ The Three Little Pigs/ Snow White The Three Little Wolves and the Big Bad Pig/ Good Little Wolf</p>	<p>Write fable showing viewpoint of character <i>the tortoise was patient/ the hare thought he was so clever...</i></p> <p>Using varied sentence openers including adverbs suddenly, finally, slowly</p> <p>Uses adventurous word choices for effect</p> <p>Write from one of characters perspectives about key events</p> <p>Example Texts: Aesop's Fables/ How the Kangaroo got His Tail</p>
Non-fiction	Explanations	Reports	Instructions	Recounts
Suggested final written outcome	To create a flow chart/ diagram with sentences to support explanation of pictures to explain linked to topic/ science area	Write questions to retrieve information for a report Write a report about topic showing awareness of informative points needed and includes introduction and other key features e.g. headings, fact box, pictures, captions	Writes clear set of instructions for a playground game/ maths game (linked to PE/ Maths) Instructions organised chronologically through numbered points and headings	Write personal recount about real experience e.g. holiday, class visit, and fictional experience e.g. diary entry about the day I went to the moon Uses time connectives to connect ideas and events
Poetry	Shape poems and Calligrams			Performance poetry
Suggested final written outcome	Compose shape poems using language effects and making decisions about form Compose calligrams using word processing programs and explore the effects created.			<p>Using a poem with a distinctive pattern and, using this as a framework, in groups write a poem using the same model and rhythm but with a different subject or focus. Make use of rhyming dictionaries, either printed or on screen.</p> <p>Groups then rehearse and perform their poems and evaluate each other's contributions</p>