

## Cherry Class English Long Term Plan – Cycle A

Yr1/2 English Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to wider curriculum
Autumn 1	<p><b>FICTION: Stories on a Theme - FEELINGS</b>  <i>The Suitcase by Chris Naylor-Ballesteros; Rabbityness by Jo Empson</i>  <i>The Visitor by Antje Damm</i>  <b>Unit 1: Spoken Language Composition</b>            Listen to the story, discuss and respond to characters. Discuss events and themes in a story and write a response. Make predictions about how the story might continue and finish. Write cards and letters. Compare the stories and write about their favourite.</p> <p><b>Unit 2: SPAG</b>            Read and enjoy the story. Identify sentences, write questions, statements and exclamations.</p> <p><b>Unit 3: SPAG</b>            Re-read <i>The Visitor</i> discussing the story and its characters. Learn about conjunctions; write sentences containing co-ordinating and subordinating conjunctions. Write a story continuation using conjunctions in sentences.</p> <p><b>Unit 4: COMPOSITION</b>            Revisit the stories read earlier in this block. Write a letter to a character in a story. Building on what they have read, children create a character for a new story. They go on to write their own story using those read as a model.</p> <p><b>POETRY: POEMS ON A THEME – Rainbows and colours.</b>  <i>Rain Before Rainbows by Smriti Halls and David Litchfield</i>  <i>'What is Pink?' and 'Flint' by Christina Rossetti</i>  <i>'Tropical Sunset' by Kaiser Haq</i></p>	<p>Discuss, theme, story, fiction, non fiction, predict, compare, sentence, question, statement, exclamation. Conjunctions, co-ordinating conjunction, subordinating conjunction, character, story plan.</p> <p>Compose, rhyming couplets, rhyming poems, imagination, suffix, noun phrases, describe,</p>	<p><b>AUTUMN:</b>  <i>Children will be reminded of their learning in SPAG and comprehension sessions, and encouraged to use this in all work that involves writing across the curriculum.</i></p> <p>Topic: Samuel Pepys diary, writing letters, people's feelings during the Great Fire of London.</p> <p>Science: making predictions, statements and questions.</p> <p>PSHE: feelings</p>



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Autumn 2	<p><b>'What is the Sun?' by Wes Magee and 'The Moon' by Robert Louis Stevenson</b>  <b>'On the Run from Colours' by John Agard; 'When the Colours Spoke' by Grace Nichols</b></p> <p><b>UNIT 1: Word Reading Composition</b>            Listen to <i>Rain Before Rainbows</i> and compose encouraging sayings. Create rhyming couplets (Y1) and rhyming poems (Y2). Respond imaginatively to a poem. Read 'What is Pink' and 'Flint' and write poems using these as a model.</p> <p><b>UNIT 2: SPAG</b>            Look at the suffixes -ness and -less. Create new words and discuss their meaning. Write a poem about sunset, using what they have learnt to spell -less and -ness words correctly.</p> <p><b>UNIT 3: SPAG</b>            Read and enjoy 'What is the Sun?' and 'The Moon'. Learn about noun phrases (Y2) and use these to describe the Sun. Paint pictures of the Sun (Y1) and describe it. Focus on prepositions and use to give additional information. Write a comparison poem about the Moon.</p> <p><b>UNIT 4: composition</b>            Listen to 'On the Run from Colours' and respond. Write a new version of this poem, using noun phrases (Y2). Listen to 'When the Colours Spoke'. Compare and discuss the two poems. Write a response in character. Look at a selection of Van Gogh paintings and write about one.</p>	description, preposition, comparison,	Science: observing the weather and the seasons Computing: looking at artists and recreating their work on the screen. Presenting our own poems using technology. Topic: Rhyming poems and songs about the Great Fire of London.



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	<p><b>NON-FICTION: RECOUNTS – ANIMAL DIARIES</b>  <i>Diary of a Wombat by Jackie French and Bruce Whatley</i>  <i>Waiting for Goliath by Antje Damm;</i></p> <p><b>UNIT 1: COMPOSITION COMPREHENSION</b>            Listen to Diary of a Wombat, roleplay character conversations and record. Look at the features of a diary, write a diary entry. Listen to The Cat’s Journey, create a story map. Write postcards and letters in character.</p> <p><b>UNIT 2: SPAG</b>            Identify verbs and write in the past tense. Write story sentences about an animal encounter using the past tense.</p> <p><b>UNIT 3: SPAG</b>            Spell the days of the week and use capital letters correctly. Read third person sentences and change them to first person sentences (Y2). Write sentences in the first person, capitalising I correctly (Y1). Write sentences from a character’s perspective.</p> <p><b>UNIT 4: COMPOSITION SPOKEN LANGUAGE</b>            Listen to Waiting for Goliath and make predictions about the end of the story. Read, discuss and write a diary entry. Create a story map showing Goliath’s journey to meet Bear. Use their map to draft and write Goliath’s diary.</p>	<p>Non-fiction, recount, Comprehension, composition, diary, conversation, features, story map, postcards, letters, verb, past tense, sentence, capital letter, third person, first person, perspective, predict, draft, notes.</p>	<p>Christmas: letters, postcards, lists, diaries, stories.</p>



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Spring 1	<p><b>FICTION: CLASSIC FICTION – BEATRIX POTTER</b>  <i>The Tale of Two Bad Mice; The Tale of Tom Kitten; The Tale of Mr Jeremy Fisher; The Tale of Peter Rabbit; The Tale of Jemima Puddle-Duck all by Beatrix Potter</i></p> <p><b>UNIT 1: Comprehension &amp; Composition</b>            Children read about the life and work of Beatrix Potter and read several of her animal Tales, including The Tale of Two Bad Mice. They compare stories and then write imaginatively in response to some of these, including composing speech and writing descriptions.</p> <p><b>UNIT 2: SPaG</b>            Children read Beatrix Potter’s very first story, The Tale of Peter Rabbit and use it to explore verbs and tenses in story writing, concentrating on the past tense, including (for Y2) the progressive form.</p> <p><b>UNIT 3: SPaG</b>            Children read The Tale of Jemima Puddle-Duck. They revisit their knowledge of sentence punctuation and then practise writing sentences with exclamation marks and question marks as well as full stops.</p> <p><b>UNIT 4: Composition</b>            Children re-read The Tale of Two Bad Mice and confirm their understanding of the structure of the story by sequencing and writing about events from the tale. They then plan and write a new version of the story, publishing a best copy and reading this aloud to the rest of the class.</p>	Fiction, Author, illustrator, compare, compose, imaginatively, speech, descriptions, verbs, tenses, past tense, progressive form, punctuation, sentence, full stop, question mark, exclamation mark, story structure, sequence, new version, publish.	<p><i>Children will be reminded of their learning in SPaG and comprehension sessions, and encouraged to use this in all work that involves writing across the curriculum.</i></p> <p>Topic: acting out fairy tales using speech and dialogue. Creating our own story lines in our role play.</p> <p>Maths: sequencing</p>

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Spring 2	<p><b>POETRY: HOUSES AND HOMES.</b>  <i>A House that Once Was by Julie Fogliano and Lane Smith</i>  <b>UNIT 1: COMPREHENSION</b>            Children read and respond to both the poem A House That Once Was by Julie Fogliano and Lane Smith and a range of other poems about houses and homes. They imagine and write about a character that they think lived in the house in the poem.</p> <p><b>UNIT 2: SPAG</b>            Children read several poems about houses and homes written by Shel Silverstein. They develop skills in descriptive writing, learning to use adjectives and adverbs in punctuated sentences about messy houses.</p> <p><b>UNIT 3: SPAG</b>            Children read rhyming poems about monsters in houses and homes. They use suffixes to create rhymes for their own poems about spooky house monsters.</p> <p><b>UNIT 4: COMPOSITION</b>            Children revisit A House That Once Was before discussing and reading about different sorts of houses and homes. They design their own ‘ideal house’ and write descriptive sentences about it.</p> <p><b>NON-FICTION: INSTRUCTIONS FOR A CLEANER WORLD</b>  <i>Tidy by Emily Gravett</i>  <i>Too Much Stuff by Emily Gravett</i>  <b>UNIT 1: COMPREHENSION</b>            Children read both the Hamilton Group Reader, Being Bossy and Emily Gravett’s book Tidy. They make predictions and answer questions about what they have read and then write instructions for how to make their classroom a tidy and happy place.</p>	<p>Poem, poetry, imagine, adjectives, adverbs, description, describe, descriptive writing, rhymes, rhyming poems, suffix</p> <p>Non-fiction, Instructions, predict, prediction, commands, statements, questions, punctuation, capital letters, full stop, question marks, past tense, present tense, suffix, verb,</p>	<p>PSHE: houses and homes, keeping things tidy and clean, feeling scared / relaxed and happy.</p> <p>Topic: looking at different types of houses and homes including castles.</p> <p>PSHE: caring for the environment, reduce, reuse, recycle</p> <p>Science: following instructions</p>



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	<p><b>UNIT 2: SPAG</b> Children re-read Tidy by Emily Gravett before learning to identify and write commands, questions and statements. They rehearse using initial capital letters, full stops and question marks to punctuate sentences.</p> <p><b>UNIT 3: SPAG</b> Children read Too Much Stuff by Emily Gravett and use the text to distinguish between and write sentences in the simple past and continuous present tenses. They learn spelling rules associated with adding the suffixes –ed and –ing to different verbs.</p> <p><b>UNIT 4: COMPOSITION</b> Children revisit both Tidy and Too Much Stuff. They respond to themes in the two books by writing instruction and explanation sentences about both littering and reducing, re-using, recycling and repairing things. They finish the Unit and the Block by writing instructions from a wild bird to a person.</p>	<p>theme, explanation, reduce, re-use, recycle.</p>	
<p>Summer 1</p>	<p><b>FICTION: CONTEMPORARY FICTION - PICTURE BOOKS FROM THE USA</b> <i>Where the Wild Things Are</i> by Maurice Sendak; <i>Make Way for Ducklings</i> by Robert McCloskey; <i>Watercress</i> by Andrea Wang and illustrated by Jason Chin; <i>It's a Book</i> by Lane Smith</p> <p><b>UNIT 1: COMPREHENSION</b> Children read and enjoy four classic and contemporary American picture books, <i>Where the Wild Things Are</i>, <i>Make Way for Ducklings</i>, <i>Watercress</i> and <i>It's a Book</i>. They compare all four, answer comprehension questions about <i>Where the Wild Things Are</i> and sequence events from <i>Make Way</i></p>	<p>Classic fiction, contemporary fiction, comprehension, sequence event, review, co-ordinating conjunctions, sub-ordinating conjunctions, sentences, past tense, present tense, verbs, spelling patterns, fantasy</p>	<p><i>Children will be reminded of their learning in SPAG and comprehension sessions, and encouraged to use this in all work that involves writing across the curriculum.</i></p>



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<p>Summer 2</p>	<p>for Ducklings. They finish the Unit by writing a review of their favourite title.</p> <p><b>UNIT 2: SPAG</b> Children re-read It's a Book. They identify co-ordinating and subordinating conjunctions in sentences linked to the story, using these conjunctions to then write It's a Book-related sentences of their own.</p> <p><b>UNIT 3: SPAG</b> Children re-read Watercress. They learn to distinguish the simple past and present tenses, and rehearse spellings of verbs in the past tense, both those with –ed endings and others. They then look at the progressive form of the past tense and note spelling patterns in verbs taking the form. Children conclude the Unit by using the present tense to write an account of a journey or outing they have taken.</p> <p><b>UNIT 4: COMPOSITION</b> Children re-read Where the Wild Things Are. They create their own fantastic destinations and wild creatures in imitation of those in the book and use these to plan and write their own story based on Maurice Sendak's tale. They tell their stories in the past tense, making use of conjunctions to link ideas and add information to sentences.</p> <p><b>POETRY: CARIBBEAN POETRY</b> <i>A Caribbean Dozen edited by John Agard and Grace Nichols</i></p> <p><b>UNIT 1: COMPREHENSION</b> Children read and respond to a range of poems from the collection, A Caribbean Dozen. They answer questions about, compare and review poems, selecting their favourites and saying what they like about them.</p> <p><b>UNIT 2: SPAG</b> Children read two poems from A Caribbean Dozen by Frank Collymore. They draw on words in the poems to develop their skills both in adding</p>	<p>Poems, poetry, Caribbean, compare, review. Questions, suffix, compound word, adjectives, adverbs, descriptive writing, autobiographies, rhyme.</p>	<p>Science: animals and their habitats</p>



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	<p>suffixes to words (-ing, -er, -ed) and in creating compound words (birdcage, nightmare).</p> <p><b>UNIT 3: SPAG</b></p> <p>Children read further poems from A Caribbean Dozen. They identify adjectives and qualifying adverbs in the poems. They write texts inspired by the poems they have read using adjectives and adverbs to enhance their descriptive writing.</p> <p><b>UNIT 4: COMPOSITION</b></p> <p>Children read Rabbit Poem by Pamela Mordecai and then write rhyming poems of their own about pets. They read the poets' autobiographies from A Caribbean Dozen and use these as models for their own autobiographical writing.</p> <p><b>NON-FICTION: INFORMATION TEXTS - INTERVIEWS</b></p> <p><i>Interview with a Tiger and Other Clawed Beasts Too</i> by Andy Seed and Nick East</p> <p><i>Interview with a Shark and other Ocean Giants Too</i> by Andy Seed and Nick East</p> <p><b>UNIT 1: COMPREHENSION</b></p> <p>Children read pages from Interview with a Tiger by Andy Seed and Nick East, learning that interviews are composed of questions and answers, and that their texts provide factual information about a subject or person. Children interview one another and answer comprehension questions about their reading before creating their own questions to put to a jaguar.</p> <p><b>UNIT 2: SPAG</b></p> <p>Drawing on examples in Interview with a Tiger, children identify different types of sentences in texts (questions, statements, commands and</p>	<p>Non-fiction, information text, interview, factual information, facts, comprehension, questions, types of sentences, statement, command, punctuation, adjective, adverb, research, description, describe</p>	<p>Topic: the seaside – comparing home and abroad</p> <p>Science: animals and pets</p> <p>PSHE: feelings and emotions</p> <p>Science: animals, habitats, homes.</p> <p>Topic: hot and cold climates, adaptation of animals to their environment and habitat.</p> <p>Computing: research</p>





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	<p>exclamations) then write their own animal questions and other sentences with appropriate punctuation.</p> <p><b>UNIT 3: SPAG</b></p> <p>Children read and enjoy the Hamilton Group Reader, Boris and Sid Meet a Tiger. They use both the story and other examples of writing to practice identifying adjectives and qualifying adverbs in texts. Later, children draw on the animals they have met in Interview with a Tiger to write descriptions of creatures that could be hiding in the trees.</p> <p><b>UNIT 4: COMPOSITION</b></p> <p>Children read further examples of animal interviews from Interview with a Tiger and Interview with a Shark, also by Andy Seed and Nick East. They use their familiarity with question and answer interviews to research and write their own 'interviews with birds' for publication in a set of class Big Books.</p>		