

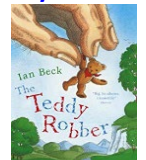

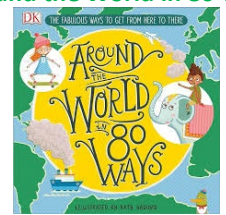
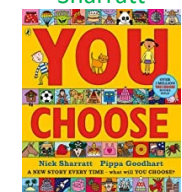


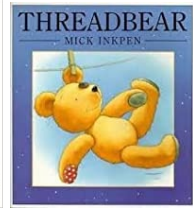

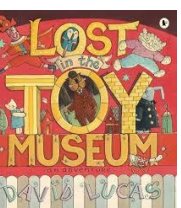
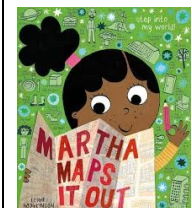



Year 1 English Long-Term Plan  
Fiction, Non-Fiction, Poetry

	Autumn 1 - Toys			Autumn 2 - All around town		
Autumn Core Texts	<p><b>Knuffle bunny – Willems</b></p> 	<p><b>You can't see me – Rosen</b> (A great big cuddle)</p>  <p><b>The Teddy Robber – Beck</b></p> 	<p><b>The history of toys – Cannons</b></p>  <p><b>'What's in the box?' poem – Millum</b></p> <p><b>'The toy's playtime' poem – Mitton</b></p>	<p><b>The Naughty Bus – Oke</b></p>  <p><b>Around the World in 80 Ways</b></p> 	<p><b>Don't let the pigeon drive the bus – Willems</b></p>  <p><b>You Choose – Goodhart &amp; Sharratt</b></p> 	<p><b>The Littlest Yak – Fraser</b></p>  <p><b>The Queen's Present – Antony</b></p> 
Writing Outcomes	<p>Character descriptions</p> <p>Caption writing</p> <p>Sequencing story</p> <p>Tales toolkit – KB</p> <p>Lost posters</p>	<p>Adjectives – I can see sentences</p> <p>Questions – Can you see?</p> <p>Speech bubbles</p> <p>Introduce story steps and time connectives – First, Next, Then, After that, Finally</p> <p>Sequence five pictures from story onto story steps, use to verbally retell</p> <p>Conjunctions – and, because</p>	<p>Suffixes – introducing -s suffix for toys (one bear, two bears, one robot, three robots, etc)</p> <p>Information page – old toys</p> <p>Headings</p> <p>List poetry</p> <p>Performance poetry</p>	<p>Naughty Bus does 5 naughty things around school</p> <p>Sequencing onto story steps using days of the week (On Monday, On Tuesday... etc)</p> <p>Letter writing</p> <p>Rules for Naughty Bus</p> <p>Conjunctions</p> <p>Non-Fiction writing – introduce making non-fiction books in writing area – 'types of transport', page headings and page numbers</p>	<p>Speech bubbles - persuasion sentence from the pigeon</p> <p>Exclamation marks</p> <p>Question and answer sentences about why the pigeon can't drive the bus</p> <p>Tell the pigeon what he can drive instead (You Choose)</p>	<p>-est words</p> <p>Christmas present list</p> <p>poem using -est words</p> <p>Whole class - story about a pigeon who drives a sleigh and helps Santa</p>
Wrap Around Texts	   			 		

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	Spring 1 - Houses and Homes			Spring 2 - Go Wild!		
Spring Core Texts	<p><b>The three little pigs-</b> Bryon</p> 	<p><b>You Choose –</b> Goodhart &amp; Sharratt</p>  <p><b>A Place Called Home</b></p> 	<p><b>A house in the woods –</b> Moore</p>  <p><b>Callum's construction kit –</b> Emmett</p> 	<p><b>Where the wild things are –</b> Sendak</p> <p><b>WHERE THE WILD THINGS ARE</b></p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p>	<p><b>Bedtime for Monster –</b> Ed Vere</p>  <p><b>The Ravenous Beast –</b> Sharkey</p> 	<p><b>Explorers (my first heroes)</b></p> 
Writing Outcomes	<p>Sequencing Story steps, introduce 'Once Upon a Time' Retelling story Innovation of story – new characters and homes Conjunctions – so</p>	<p>Design your dream house and describe – adjectives Information page - homes around the world – Headings and subheadings</p>	<p>Shopping list – things for the house Thankyou letter for the beavers What would you make with Callum's construction kit? Describe Callum's new house Instructions for building a house House poems – listen to and recite some by heart</p>	<p>Sequencing Speech bubbles Describe a wild thing Comparing wild things -er and -est suffixes Story steps</p>	<p>Question writing – “Do you think...?” Monster menus – describing food for the monsters Teaching reading words with apostrophes (I'm) 'I'm so hungry I could eat...' sentences Instructions for sock monsters</p>	<p>Information page – Explorers, headings and subheadings, 'Did you know...?' sentence</p>
Wrap Around Texts	   	  				

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	Summer 1 - Food Glorious Food			Summer 2 – Meet the Victorians		
Summer Core Texts	<p><b>The Gigantic Turnip – Tolstoy</b></p> 	<p><b>Grow your own – Hall</b></p>  <p><b>Recipe for Green Yolem</b> (Here's a little poem p54-55)</p> 	<p><b>Jack and the beanstalk – Gledhill</b></p>  <p><b>Jack and the Jellybeanstalk – Mortimer</b></p> 	<p><b>Leather Shoe Charlie - Kyeong-hwa Kim</b></p>  <p><b>Avoid Working in a Victorian Mill (The Danger Zone) – Malam (selected pages)</b></p> 	<p><b>The elves and the shoemaker</b></p> 	<p><b>What's pink – Rossetti</b></p> 
Writing Outcomes	<p><i>Sequencing onto story steps - introduce new sentence openers: 'early one morning' 'all of a sudden' Retelling</i></p>			<p><i>Time capsule – letters Comparative sentences using conjunctions 'but' 'however' Character description Sequencing story – story steps Letter writing for time capsules Safety posters</i></p>		
Wrap Around Texts	<p><b>The little man who lives in the fridge</b></p> 					

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