

English Long Term Plan Year A

Nursery

Underpinned by Primary Knowledge Curriculum

| 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 6 Weeks | 7 Weeks |
|--|---|--|---|---|---|
| All about Me My body, Our faces, Our families, Where I live, People who help us, Our community through the year. | Journeys Going on a Journey, How People Travelled in the Past, Transport Today, Journeys Around Our Local Area, Journeys to Cold Places | Dinosaurs What are dinosaurs? When did they exist? Tyrannosaurus Rex Stegosaurus Palaeontologists Fossils Pterosaurs Plesiosaurs | Seasons and Change Seasons on Earth Plants and Flowers Animals Caterpillars and Butterflies Food and Farming Growing and Changing | Animals and Their Babies Animals on Farms Animal Babies in Spring Woodland Animals Animals Around the World Endangered Animals Animals in Cold Places | Heroes and Adventure Astronauts Ernest Shackleton Mount Everest Malala Local Heroes |
| Recommended Texts  | Recommended Texts  | Recommended Texts  | Recommended Texts  | Recommended Texts  | Recommended Texts |

Reception
Underpinned by Primary Knowledge Curriculum

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7 Weeks

All about Me

My family, my school,
my environment,
the people around me,
people who help
us.

All about Me

My family, my school,
my environment,
the people around me,
people who help
us.

7 Weeks

Transport: Past and Present

Modes of transport now,
local transport, early
transport including
George Stevenson and the
Steam Train, local
transport in the past,
exploring and travelling.

Transport: Past and Present

Modes of transport now,
local transport, early
transport including
George Stevenson and the
Steam Train, local
transport in the past,
exploring and travelling.

6 Weeks

Space

Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station

Space

Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station

5 Weeks

Growing and Changing

Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.

Growing and Changing

Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.

6 Weeks

Kings and Queens

Past Kings and Queens, our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past

Kings and Queens

Past Kings and Queens, our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past

7 Weeks

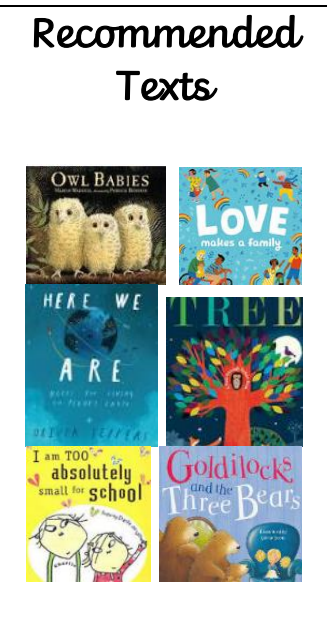
Stories from the Past

Oral storytelling, Greek
Gods, St George and the
Dragon, Myths and
Legends

Stories from the Past

Oral storytelling, Greek
Gods, St George and the
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Legends

Recommended Texts



Recommended Texts



Quentin Blake
**MRS ARMITAGE
ON WHEELS**



John Burningham
Mr Gumpy's Motor Car



**SHAGGY LITTLE
DOG**

Helen and
David



**STICK
MAN**

DAVID ALMOND



**The Three
Little Pigs**

DAVID ALMOND



GRUFFALO

JULIA DONALDSON



Recommended Texts



Recommended Texts



Recommended Texts



Recommended Texts



Traditional Rhymes and Poems

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| <p>Traditional Rhymes and Poems</p> |
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| Traditional Rhymes and Poems |
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| Traditional Rhymes and Poems |
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| Traditional Rhymes and Poems |
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| Traditional Rhymes and Poems |
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|---|--|--|---|--|--|
| Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie | Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle | It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence | Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm | Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York | Jack be nimble Monday's child See saw, Margery Daw Poetry Week |
| Communication and Language Including daily phonics sessions, whole class and small group story sessions. | Communication and Language Including daily phonics sessions, whole class and small group story sessions. | Communication and Language Including daily phonics sessions, whole class and small group story sessions. | Communication and Language Including daily phonics sessions, whole class and small group story sessions. | Communication and Language Including daily phonics sessions, whole class and small group story sessions. | Communication and Language Including daily phonics sessions, whole class and small group story sessions. |
| Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, | Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when | Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing non- fiction texts children can say - 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because... | Focus attention in a variety of situations; in small groups, 1:1 and whole class. Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what | Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas. | Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and |

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| then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story. | learning about things from the past, children can ask questions to find out more. | | they noticed. Apply new vocabulary to explain changes noticed in plants | | vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently. |
| Literacy | Literacy | Literacy | Literacy | Literacy | Literacy |
| <p>Fiction including picture books with familiar settings, relating to families, people who help us.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language.</p> <p>Initial sounds and simple CVC words in line with Sounds Write Phonics programme.</p> <p>Provide opportunities for mark making; stamps in</p> | <p>Fiction & Non fiction books about transport</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Initial sounds and simple CCVC words and more in line with Sounds Write Phonics programme.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards</p> | <p>Fiction & Non-fiction texts about space.</p> <p>Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p> <p>List writing</p> <p>Reading words through sound blending as part of Sounds Write Phonics programme.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> | <p>Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots.</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings in line with Sounds Write Phonics programme.</p> <p>Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall.</p> <p>Letter writing including simple sentences and phrases.</p> <p>Focus on letter formation in line with handwriting policy.</p> <p>Provide opportunities for emergent writing (with</p> | <p>Fiction & Non-fiction texts about the monarchy, history etc.</p> <p>Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly</p> | <p>Fiction & Non-fiction books about the past. Character profiling; what do we know about St George?</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Creating our own stories (orally or written) with a Beginning, middle and end.</p> <p>Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order.</p> <p>Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible</p> |

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| <p>playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables.</p> <p>Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation in line with handwriting policy</p> | <p>and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with handwriting policy</p> | <p>Focus on letter formation in line with handwriting policy</p> | <p>ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.</p> | <p>acquired vocabulary e.g. role play a coronation</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings in line with Sounds Write Phonics programme.</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.</p> | <p>attempts at writing newly acquired vocabulary in line with Sounds Write Phonics programme.</p> |
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Writing Purpose Key: **Entertain** **Inform** **Persuade** **Discuss**


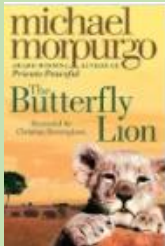
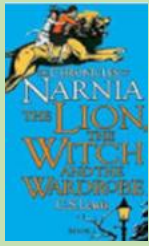
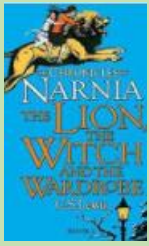


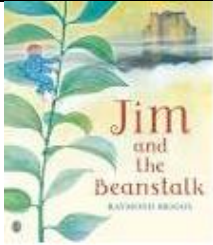
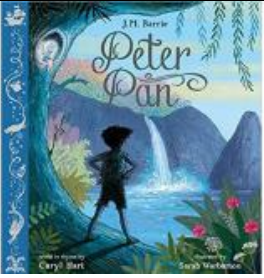

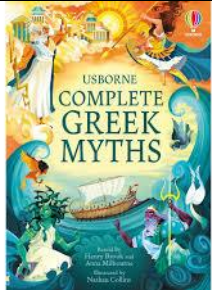
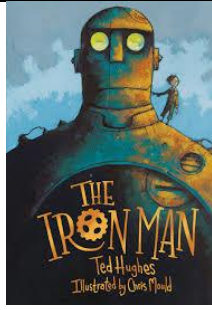

KS1

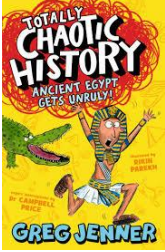

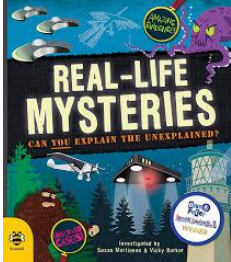
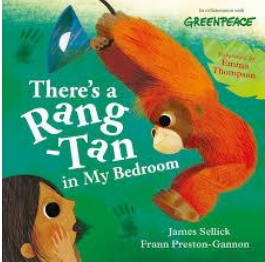
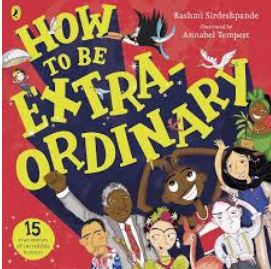
| 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 6 Weeks | 7 Weeks |
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| Whole Class Texts  | Whole Class Texts  | Whole Class Text  | Whole Class Text  | Whole Class Text  | Whole Class Text  |
| Science -The Human Body History -N/A Geography -Spatial sense | Science -Animals and their Needs History -Discovering History History -N/A Geography -N/A | Science -Seasons and Weather History -N/A Geography -The UK | Science -Taking care of the Earth History -Kings and Queens Geography -N/A | Science -Plants History -N/A Geography -The British Isles | Science -Materials and Magnets History -Parliament and Prime Ministers Geography -N/A |
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| Outcomes Narrative -retelling | Outcomes *Retell the story *Simple instructions for growing beans | Outcomes Narrative -Retell the story | Outcomes *Describe a setting *Narrative writing | Suggested Outcomes *Plan and write own version of a twisted fairy tale | Suggested Outcomes Setting and Character Description Adventure Story |

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|  |  |  |  | <p>PKC</p>  |  |
| <p>Outcomes Letter to a new pen pal</p> | <p>Outcomes *Information Text (alongside Science)</p> <p>Whole School- Christmas Wish Letter</p> | <p>Outcomes *Fact files</p> | <p>Outcomes Diary</p> <p>Whole School- School Review</p> | <p>Outcomes Report Text</p> | <p>Outcomes Letter</p> <p>Whole School- Write the climax of a story</p> |

Writing Purpose Key: **Entertain** **Inform** **Persuade** **Discuss**

Lower KS2

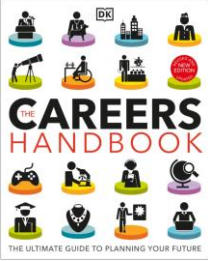
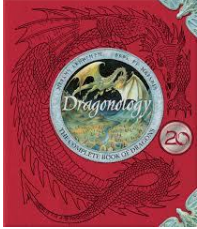
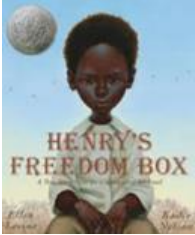

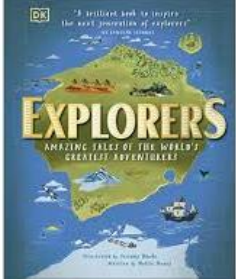
| 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 6 Weeks | 7 Weeks |
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| Whole Class Text  | Whole Class Text  | Whole Class Text  | Whole Class Text  | Whole Class Text  | Whole Class Text  |
| Science- The Human Body History- The Stone Age to Iron Age Geography- Spatial Sense | Science- Cycles in Nature History- Ancient Egypt Geography- Settlements | Science- Light History- The Anglo-Saxons, Scots and Vikings Geography- Rivers | Science- Plants History- The Anglo-Saxons, Scots and Vikings Geography: The South West | Science- Rocks History- Law and Power (1154 – 1272) Geography- Western Europe | Science- Forces and Magnets History- The War of the Roses Geography- Asia: India and China |
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| Outcomes *Setting description *Write own version of the story | Outcomes Setting Descriptions Retell the story | Outcomes Diary | Outcomes Narrative | Outcomes Short Narrative-chapter 1 Balanced Argument-The Iron Man-Good or Bad? | Outcomes *Description |

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| <p>Outcomes Letter to teacher</p> | <p>Outcomes Information Text-Nile</p> <p>Whole School- Christmas Wish Letter</p> | <p>Outcomes Non-Chronological report</p> | <p>Outcomes *Balanced argument</p> <p>Whole School- School Review</p> | <p>Outcomes Persuasive Letter *Newspaper Report</p> | <p>Outcomes Non-Chronological report</p> <p>Whole School- Write the climax of a story</p> |

Writing Purpose Key: **Entertain** **Inform** **Persuade** **Discuss**

Upper KS2

| 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 6 Weeks | 7 Weeks |
|--|---|--|---|---|---|
| <p>Whole Class Text</p>  | <p>Whole Class Text</p>  | <p>Whole Class Text</p>  | <p>Whole Class Text</p>  | <p>Whole Class Text</p>  | <p>Whole Class Text</p>  |
| <p>Science- The Human Body (Yr5) *Information Leaflet* History- The Early British Empire Geography- Spatial sense</p> | <p>Science- Materials History- The Transatlantic Slave Trade Geography- Mountains Non-Chronological Report</p> | <p>Science- Living Things History- The Industrial Revolution *Balanced Argument* Geography- British Geography: East Anglia, Midlands, Yorkshire, Humberside.</p> | <p>Science- Forces History- The Victorian Age *The Life of The last Sikh king- Maharaja Duleep Singh* Geography- Australia</p> | <p>Science- Astronomy History- WWI Geography- New Zealand and the South Pacific</p> | <p>Science- Meteorology History- The Suffragettes Geography- Local Study</p> |
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| <p>Outcomes Narrative- Retell the Story</p> | <p>Outcomes Character Description Narrative</p> | <p>Outcomes Newspaper Report</p> | <p>Outcomes Narrative Adaption</p> | <p>Outcomes Setting Description Historical Narrative Writing</p> | <p>Outcomes Short Narrative Newspaper Article Weather warning Persuasive poster</p> |

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|  |  |  |  <p>The Listeners by Walter de la Mare</p> |  | <p>Whole School- Write the climax of a story</p> |
| <p>Outcomes Formal Letter/CV</p> | <p>Outcomes Non Chronological Report</p> <p>Whole School-Christmas Wish Letter</p> | <p>Outcomes Diary Persusive letter</p> | <p>Outcomes Persusive letter House Advert Diary Entry</p> <p>Whole School- School Review</p> | <p>Outcomes Balanced Argument- Exploration-More Harm than Good? (Summer 1 Geography)</p> | |