

ENGLISH Long Term Planning - Summary of YEAR 1 Units

AUTUMN 1	AUTUMN 2
<p><u>Where's My Teddy</u> Children will have developed their understanding of what a sentence is, and how to punctuate sentences correctly by editing and building sentences. They will use simple adjectives to describe the character of 'Big Bear' and apply these in full sentences. They will have opportunities to compose sentences orally using role-play to generate ideas for what characters might be thinking. They will also have retold the story through role-play and then written their own version of the story. They will also be writing a letter asking for help finding a teddy, which will encourage them to use question marks and a capital letter for their own name. They will also write a recount of when they have lost a special teddy or toy, punctuating their sentences correctly. Also, children will be able to recite the letters of the alphabet in order through games and activities.</p>	<p><u>The Gruffalo</u> Children will have a secure understanding of how to use adjectives to describe the characters from the story including the Gruffalo. They will use this to write their own description of the Gruffalo using capital letters, finger spaces and full stops in their sentences. There will be opportunities to write what characters might be thinking and feeling, using a capital letter for 'I'. Children will also write an additional part of the story about the mouse meeting a cat, which will build on their ability to write more than one sentence about an idea. Children will develop their vocabulary by generating ideas from the story and beginning to use a thesaurus, word mats and class lists to make appropriate choices to use in their work. They will also use books to gather information about mice, which they will use to write a simple fact file.</p>
SPRING 1	SPRING 2
<p><u>Goldilocks and the Three Bears</u> Children will have made appropriate word choices and used simple adjectives to describe the characters from the story. They will develop their understanding of instructions as they write their own for how to make porridge with a focus on using capital letters, finger spaces and full stops. They will use their inference skills to determine whether Goldilocks should go into the house and how Goldilocks might feel after she has ran away. They will use this to write a letter of apology from Goldilocks to the three bears using a capital letter for I and beginning to use exclamation and question marks. They will then retell the story using a simple story opener and ending.</p>	<p><u>Zog</u> Children will have used their knowledge of set 3 sounds to spell words ending in -ing and -ed to retell parts of the story. They will have used their inference skills to infer what Zog and other characters are thinking and feeling throughout the story, and use full stops, finger spaces and capital letters to write these in full sentences. Children will be encouraged to read their sentences aloud to check they make sense and make appropriate edits. They will also be able to use 'and' by joining two sentences together practically and then using this to retell part of Zog. The children will also use their previous knowledge on instructions to write instructions on how to capture a Princess and a medical book for how to cure the dragons' illnesses.</p>
SUMMER 1	SUMMER 2
<p><u>Handa's Surprise</u> Children will have had the opportunity to taste all of the fruits from the story and will be able to use simple adjectives to describe the fruit. They will also use adjectives to describe the animals from the story, using 'and' to expand their ideas and using the spelling rules -s and -es to say what the animals can do. This will lead onto writing a wanted poster, which will encourage the children to use exclamation and question marks. They will also use the spelling rules -ed and -ing to retell parts of the story and -er and -est to compare the animals. The children will also retell the story from the monkey's point of view using a simple story opener and ending.</p>	<p><u>Zog and the Flying Doctors</u> Children will use appropriate adjectives to describe the characters from the story using the -s and -es spelling rule to say what each character can do. They will then use their inference skills and understanding of letters to write a thank you letter from the lion to the flying doctors using 'and' to join sentences together. The children will use their own ideas of a character and an injury to write their own story using a simple story opener and ending as well as the spelling rules -ed and -ing. They will have the opportunity to make the cure for orange fever and then write instructions for how to make it. There will also be a focus on using capital letters for names, people and places.</p>