**Cortonwood Infant and Nursery School**



English long term plan across Early Years and Key Stage One

Sep 2022

**Brampton Cortonwood Infant School**

**English Long Term Plan 2022-2023**

**Nursery (F1)**

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| Term | Autumn 1 | | | | | | |  | | Autumn 2 | | | | | | |
| Topic | Incredible Me | | | | | | | | Celebrations | | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Whiffy Wilson- A wolf that wouldn’t go to school | Harry and the dinosaurs- starting school | Colour monster goes to school  Colour monster | Making friends | Families | My amazing body | Whiffy Wilson |  | | Room on a broom | We’re going on a leaf hunt | Leaf Man | ***How to catch a star*** | It was a cold dark night | Nativity | Stickman  A Crayon’s Christmas |

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| Term | Spring 1 | | | | | | |  | | Spring 2 | | | | | | |
| Topic | Winter Wonderland | | | | | | | | Traditional Tales | | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Say hello to the snowy animals | Jack Frost | Gruffalo’s child | Ridiculous | Harry and the snow king | Chinese New Year non-fiction | Linked to children’s interest |  | | Mr Wolf’s pancakes | Once upon a time | The three little pigs | The gingerbread man | Goldilocks and the three bears | Magic Key adventures | |

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| Term | Summer 1 | | | | | | |  | | Summer 2 | | | | | | |
| Topic | Roots, Shoots and Juicy Fruits | | | | | | | | Under the Sea | | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Oliver’s vegetables | Titch | Tiny seed | Bee | Hungry caterpillar | Handa’s surprise | Which food will you choose? |  | | Commotion in the ocean | Little people, big dreams David Attenborough | Sharing a shell | Snail and the whale | What the ladybird heard at the seaside | The lighthouse keeper’s lunch | |
| >>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. (EYFS Birth-Three)  >Build independently with a range of appropriate resources. (EYFS Birth-Three)  >Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (EYFS Birth-Three)  >Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (EYFS Birth-Three)  >Use one-handed tools and equipment, for example, making snips in paper with scissors. (EYFS Three to Four)  >Use a comfortable grip with good control when holding pens and pencils .(EYFS Three to Four)  >Show a preference for a dominant hand. (EYFS Three to Four)  >Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (EYFS Three to Four)  >Write some or all of their name. (EYFS Three to Four) >Write some letters accurately. (EYFS Three to Four) | | | | | | | | | | | | | | | | |

**Reception (F2)**

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| Term | Autumn 1 | | | | | | | | | |  | | | | Autumn 2 | | | | | | | | | | |
| Topic | Marvellous me! | | | | | | | | | | | | Celebrations | | | | | | | | | | | | |
| Weeks | 1 | 2 | | 3 | 4 | | | 5 | | |  | | | | 1 | | | 2 | | 3 | | 4 | | 5 | 6 |
| Text/**Stimulus** | What makes me a ‘me’? | Home | | The Little Red Hen | Pumpkin soup | | | Owl Babies | | |  | | | | The Squirrels who Squabbled | | | Bonfire Night- Non-fiction | | Rama and Sita | | The Christmas story | | Jolly Postman | |
| Genre | Name writing  I like… | Draw their home and label  Sequence events from local walk  Create simple map | | Orally retelling the story  Initial sounds  CVC label writing | Simple instructions to match a picture | | | Speech bubbles with feelings | | |  | | | | Sentence writing to match a picture  Poetry basket- Furry Squirrel | | | Sequencingevents  Label writing  CVC words  Writing onomatopoeia words to describe fireworks | | Describehow the characters felt at different points in the story | | Sequencing  Card writing | | Letter to Santa | |
| Grammar/ composition | >Children at the expected level of development will:  >Write recognisable letters, most of which are correctly formed  >spell words by identifying sounds in them and representing the sounds with a letter or letters  >write simple phrases and sentences that can be read by others. | | | | | | | | | |  | | | | >Children at the expected level of development will:  >Write recognisable letters, most of which are correctly formed  >spell words by identifying sounds in them and representing the sounds with a letter or letters  >write simple phrases and sentences that can be read by others. | | | | | | | | | | |
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| Term | Spring 1 | | | | | | | | | | |  | | | | Spring 2 | | | | | | | | | |
| Topic | Amazing animals in winter | | | | | | | | | | | | | Down on the Farm | | | | | | | | | | | |
| Weeks | 1 | | 2 | 3 | 4 | 5 | | | 6 | | |  | | | | 1 | 2 | | 3 | | 4 | 5 | 6 | | |
| Text/Stimulus | ***Lost and found*** | | | Animals in winter | The Great explorer | | Harry and the bucket of dinosaurs | | | Mary Anning | |  | | | | What the ladybird heard | | | What the ladybird heard next | | Billy goats Gruff | | 10001 things to do on a farm | | |
| Genre | *Draw and label a picture from the story*  *Complete sentences*  *(The penguin is…)*  ‘Found’ poster | | | Label the animals  (fox, bat, rabbit) | List of things to pack for an artic adventure | | One-word poetry | | | Fact file sentences | |  | | | | Book review  Description of character feelings | | | ‘wanted’ poster | | Story sequencing  Story labelling | | Trip recount | | |
|  | >Children at the expected level of development will:  >Write recognisable letters, most of which are correctly formed  >spell words by identifying sounds in them and representing the sounds with a letter or letters  >write simple phrases and sentences that can be read by others. | | | | | | | | | | |  | | | | >Children at the expected level of development will:  >Write recognisable letters, most of which are correctly formed  >spell words by identifying sounds in them and representing the sounds with a letter or letters  >write simple phrases and sentences that can be read by others. | | | | | | | | | |

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| Term | Summer 1 | | | | | | |  | | Summer 2 | | | | | | | |
| Topic | Plants | | | | | | | | Across the sea | | | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | | | 1 | 2 | 3 | 4 | | 5 | 6 |
| Text/Stimulus | Jack and the Beanstalk | | Oliver’s fruit salad | | Mabel’s magic garden | From seed to sunflower | From chick to chicken |  | | | The Three Little Pigs | | Zog | | Coming to England | **Transition**  Revisiting key texts from the year | |
| Genre | Story sequencing  Writing about key events in the story | | Descriptive writing about the vegetables/fruits | | Label the basic parts of a plant | Instructions | Life cycle with labels (egg, hatch, chick, hen) |  | | | Rewrite the story in their own words  Character description of the big, bad wolf | | Design and describe a dragon | | Write a postcard  Fact file | Book reviews  Letter to their new teacher | |
|  | >Children at the expected level of development will:  >Write recognisable letters, most of which are correctly formed  >spell words by identifying sounds in them and representing the sounds with a letter or letters  >write simple phrases and sentences that can be read by others. | | | | | | |  | | | >Children at the expected level of development will:  >Write recognisable letters, most of which are correctly formed  >spell words by identifying sounds in them and representing the sounds with a letter or letters  >write simple phrases and sentences that can be read by others. | | | | | | |

**Year 1**

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| Term | Autumn 1 | | | | | | | | | | | | | |  | | | | Autumn 2 | | | | | | | | | | | | | |
| Topic | Myself and my community- Our Village Brampton | | | | | | | | | | | | | | | | Celebrations- Let’s Celebrate | | | | | | | | | | | | | | | |
| Weeks | 1 | 2 | | 3 | | | 4 | 5 | | | 6 | | | 7 |  | | | | 1 | | 2 | | 3 | | 4 | | 5 | | | | 6 | 7 |
| Text/**Stimulus** | All About Me | Town is by the sea | | | | | | The Smile Shop | | | The Street Beneath my Feet  **Local Walk** | | | |  | | | | **Bonfire night** | | | | Daisy Saves the Day | | | | **Pantomime**  Jack and the beanstalk | | | | | |
| Genre | Writing simple sentences about myself using ‘I’  -appearance  -family  -live  -like | Setting description  I can see... *(enormous house)*  Character description  Written in 1st person  *(I have a thin body and I have tiny, black freckles)*  Story retell in first person  *(I woke up early in the morning and the sun was shining brightly)* | | | | | | Character description in first person  Setting description  *(There is a brown, creepy wolf. There is a steaming fire. There is a gloomy forest).* | | | Character description  *(I can see a…)*  Story Retell in 3rd person  *(First the boy, then she, next he)* | | | |  | | | | Character description about Guy Fawkes written in 3rd person *(Guy Fawkes had a tall hat and he had a scraggy shirt).*  Recount of an experience in 1st person linking to the five senses *(I can see sparkly fireworks, I can hear…)* | | | | Setting description in 1st person  *(In my bedroom I have… and I have…)*  Story retell in 1st person *(First I go to London and I start my new job).* | | | | Letter with personal description and instructions to Santa from yourself | | | | Character description written in 3rd person  *(The giant had black, matted hair and a large nose)*  Narrative- story of Jack and the Beanstalk | |
| Grammar/ composition | >compose a sentence orally before writing it  > write sentences by saying out loud what they are going to write about  >sequencing sentences to form short narratives  >leaving spaces between words  >joining words and clauses using ‘and’  >begin to punctuate using full stops, capital letters  >using a capital letter for names of people, places, days of the week and the pronoun I  >use noun phrases | | | | | | | | | | | | | |  | | | | >re-reading what has been written to check it makes sense  >discuss what they have written  >read their writing out loud  >leaving spaces between words  >joining words and clauses using ‘and’  >begin to punctuate using full stops, capital letters, exclamation marks and question marks  >using a capital letter for names of people, places, days of the week and the pronoun I  >use noun phrases  >use time adverbials | | | | | | | | | | | | | |
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| Term | Spring 1 | | | | | | | | | | | | | | |  | | | | Spring 2 | | | | | | | | | | | | |
| Topic | Explore- Ready for Take Off! | | | | | | | | | | | | | | | | | Animals- All Creatures Great and Small | | | | | | | | | | | | | | |
| Weeks | 1 | | 2 | | | 3 | | | 4 | 5 | | | 6 | | |  | | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | | | |
| Text/Stimulus | Look up | | | | Non fiction texts linked to Space/Neil Armstrong | | | | ***The Way Back Home*** | | | The Snail and the Whale | | | |  | | | | Lost and Found  **Yorkshire Wildlife Park** | | | | Non-fiction texts  **Animal experience** | | Meercat Mail | | | Gorilla | | | |
| Genre | Fact file about the Wright brothers  *-who are they?*  *-what did they do?*  *-when did it happen?*  *-how far did they fly?*  Design a character and write a character description in 3rd person  *(Betsy is an astronaut and she has blonde hair)*  Story in the style of your created character *(Betsy loves to look up and see the stars)* | | | | Setting description in 2nd person *(you will see… you can see)*  Advert advertising space  *(In space you will see)*  Letter to friend from ‘Neil Armstrong’ | | | | Section of a story in 1st person *(I found a red aeroplane in the cupboard)*  List- 10 things I would take to space in my rocket  Letter written in the past tense to a family member from yourself *(I found a red aeroplane but suddenly the plane started to splutter)*  Instructions for how to make a shape rocket  Instructions for how to fix the spaceship | | | Diary entry from the perspective of a character with verb phrases *(screeching seagulls, flashing lightening, growling bear)* | | | |  | | | | Descriptive poster in 1st person  *(I have found a penguin. He has a black body and he is feeling sad).*  Descriptive writing  *(It has eight legs and it is a carnivore).* | | | | Newspaper report about a animal experience they have had *(On Monday some animals came to Cortonwood)* | | Character description in 3rd person *(On Monday Sunny went to his uncle Bob’s house but…)*  Recount from a characters perspective *(On Monday I met up with my cousin and I…)*  Postcard to mum and dad from Sunny *(I arrived at Uncle Bob’s house)* | | | | Setting description in 3rd person  *(Hannah could see a ….)*  Narrative- story  Create their own character and write a character description  *(He has…, he lives in)*  Instructions  How to wash the character they created *(First put him in the bath, Then…)* | | |
|  | >leaving spaces between words  >joining words and clauses using ‘and’  >begin to punctuate using full stops, capital letters, exclamation marks and question marks  >using a capital letter for names of people, places, days of the week and the pronoun I  >noun phrases, expanded noun phrases  >features of standard English  >time adverbials  >coordinate sentences using ‘and, or, but’  >verb phrases | | | | | | | | | | | | | | |  | | | | >leaving spaces between words  >joining words and clauses using ‘and’  >begin to punctuate using full stops, capital letters, exclamation marks and question marks  >using a capital letter for names of people, places, days of the week and the pronoun I  >noun phrases, expanded noun phrases  >features of standard English  >time adverbials  >coordinate sentences using ‘and, or, but’  >verb phrases | | | | | | | | | | | | |

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| Term | Summer 1 | | | | | |  | | Summer 2 | | | | | | |
| Topic | Plants- Seeds, Soil and Sunshine | | | | | | | Our World- Brilliant Beaches | | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 |  | | | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | **Butterfly life cycle project**  Non-fiction books | | Jim and the beanstalk | | Traction man | |  | | | Clean up!  **Seaside Trip** | | What a waste | | Where the sea meets the sky | |
| Genre | Non-fiction report about butterflies  *-appearance*  *-habitat*  *-diet*  *(butterflies have a…)* | | Character description (Jim)  *-appearance*  *-personality*  *-background*  *(Jim is…)*  Letter including instructions to the Giant from Jim  *(thank you for the coins…*  *Instructions to keep your new teeth clean…)* | | Setting description of a garden in the past tense  *(On a cold day traction man was walking…)*  Story retell of traction man  *-opening*  *-build up*  *-dilemma*  *-resolution*  *-closing*  *(There once was a brave action figure who…)*  Recount of a trip  *(time adverbials, noun phrases, verb phrases)* | |  | | | Setting description (*in the sea there is… On the beach there is…)*  Acrostic poem (*BEACH)*  Beach poem (*orange sand burning, golden starfish floating)* | | Non-fiction report (*How can you save the planet?)* | | Story  Trip recount | |
|  | > write sentences by saying out loud what they are going to write about  >compose a sentence orally before writing it  >sequencing sentences to form short narratives  >re-reading what has been written to check it makes sense  >discuss what they have written  >read their writing out loud  >leaving spaces between words  >joining words and clauses using ‘and’  >begin to punctuate using full stops, capital letters, exclamation marks and question marks  >using a capital letter for names of people, places, days of the week and the pronoun I  >learn the Y1 terminology;  -letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark  >use coordination (and, or, but)  >use subordination (because)  >use noun phrases and expanded noun phrases  >use time adverbials  >use verb phrases | | | | | |  | | | > write sentences by saying out loud what they are going to write about  >compose a sentence orally before writing it  >sequencing sentences to form short narratives  >re-reading what has been written to check it makes sense  >discuss what they have written  >read their writing out loud  >leaving spaces between words  >joining words and clauses using ‘and’  >begin to punctuate using full stops, capital letters, exclamation marks and question marks  >using a capital letter for names of people, places, days of the week and the pronoun I  >learn the Y1 terminology;  -letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark  >use coordination (and, or, but)  >use subordination (because)  >use noun phrases and expanded noun phrases  >use time adverbials  >use verb phrases | | | | | |

**Year 2**

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| Term | Autumn 1 | | | | | | |  | Autumn 2 | | | | | | | |
| Topic | Myself and My Community- Near and Far | | | | | | |  | Celebrations- Let’s Remember! | | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Text/Stimulus | Back to School  The truth about my unbelievable summer | Lila and the Secret of Rain | | | The Queen’s Handbag  The Queen’s hat | | |  | Non-fiction books linked to remembrance  **Local Walk to Cenotaph**  The day war came | | Where the Poppies Now Grow | | My friend, the enemy  **Pantomime** | A Christmas Truce | |
| Genre | All About me  Recount in 1st person | Setting description  *(There is a…)*  Character description in 1st person  *(I have large, brown eyes and I have a small head).*  Story in 3rd person  *(once upon a time there was a beautiful, young girl called Lila and she…)-* ***and***  ***. A - !***  ***expanded noun phrases*** | | | Non-fiction report about the Queen  *Diary in 1st person*  *(the strangest thing happened yesterday. I was heading out of Buckingham palace when…)*  Instructions  *How to get your flying hat back*  ***. A - !***  ***expanded noun phrases***  ***because*** | | |  | Information sheet about WW1  *-when it started*  *-when it ended*  *-why did it start?*  *-who joined in?*  *-when they fought*  *-deaths*  *(WW1 started on…)*  Celebrations non-fiction  *-what?*  *-why?*  *-How?*  *-when?*  *(we say thank you to the soldiers by… we go to the cenotaph at…)*  ***and, because, but*** | | Setting description of Flander’s field  Character description of Ben and Ray in 3rd person  *(Ben had round clear glasses but ray doesn’t)*  Letter to parents from Ray  Diary from the perspective of Ben or Ray in 1st person  *-event, details, feelings*  *(we rode the horse all the way down the street. We were terrified!)*  ***and, because, but*** | | Fact file about Prince Harry and his links to the war in 3rd person  *(He was born in…)*  Recount of experience (pantomime)  *(First we wandered into the hall and we sat down on the long, hard benches).*  ***when*** | Letter to Santa to explain to him how to deliver your presents  *(first quietly open the door and step inside my house. Next silently eat the cookie I have left out for you)*  ***when*** | |
|  | > write narratives about personal experiences  >writing about real events  >writing for different purposes  >planning or saying out loud what they will write  >writing down ideas/key words including new vocabulary  >learn how to use new punctuation correctly;  -capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes  >use expanded noun phrases  >use coordination (and, but, or)  >use time adverbials | | | | | | |  | > write narratives about personal experiences  >writing about real events  >writing for different purposes  >planning or saying out loud what they will write  >writing down ideas/key words including new vocabulary  >learn how to use new punctuation correctly;  -capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes  >use expanded noun phrases  >use coordination (and, but, or)  >use time adverbials | | | | | | |

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| Term | Spring 1 | | | | |  | | Spring 2 | | | | | |
| Topic | Explore- Expeditions | | | | | | Animals- Sea, Soil or Sky? | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 |  | | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | I am Sacagawea | Scott of the Antarctic David, Attenborough non-fiction books | | Poles Apart | | The Dancing Turtle | | Up and down  **Woodland walk** | Tadpoles promise | | |
| Genre | Recount of Christmas experience  Biography about Sacagawea written in past tense *(Sacagawea was born in and died in…)* | First person recount about Scott’s expedition to the Antarctic *(I couldn’t get warm and I knew I was running out of time)*  Non-Chron Report comparing three explorers, Sacagawea, Captain Scott and Attenborough *(She was an explorer from the past and she was inspirational because…)*  **questions, statements** | | Setting description *(In this setting there is… I can see a….)*  Instructions for how to arrive at the south pole  (*Find a friendly, white polar bear and tell him you are lost)*  Retell of the story in 3rd person *(Once upon a time there was…)*  **commands**  **exclamations**  **if** | | Character description of the old man in 3rd person *(He has short, brown hair and …)*  Write an opening of the story  Substitution story  *-character*  *-musical instrument*  Letter to the turtle from the children in 1st person  *(I really miss you and hope you can return to us soon!)*  ***Commas in a list***  ***Contracted words*** | | Non-fiction text about a woodland habitat  *-which animals would you find there?*  *-how do they get their food?*  *-what does this habitat provide? (science links)* | Letter to the caterpillar from the tadpole in 1st person from the characters perspective  *(I’m writing to you to express my anger and annoyance. How could you do that to us?)*  Book review | | |
|  | >planning or saying out loud what they will write  >writing down ideas/key words including new vocabulary  >make simple additions, revisions and corrections to their writing  >learn how to use new punctuation correctly;  -capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes  >use expanded noun phrases  >learn how to use the present and past tense correctly, including the progressive form  >use subordination (when, if, because, that)  >use coordination (and, but, or)  >use time adverbials | | | | |  | | >planning or saying out loud what they will write  >writing down ideas/key words including new vocabulary  >make simple additions, revisions and corrections to their writing  >learn how to use new punctuation correctly;  -capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes  >use expanded noun phrases  >learn how to use the present and past tense correctly, including the progressive form  >use subordination (when, if, because, that)  >use coordination (and, but, or)  >use time adverbials | | | | | |

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| Term | Summer 1 | | | | |  | | Summer 2 | | | | | |
| Topic | Plants- Rainforest Adventure | | | | | | Our World- Weird Weather | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 |  | | 1 | 2 | 3 | 4 | 5 | 6 |
| Text/Stimulus | **Butterfly life cycle project**  Butterfly non-fiction book | **Walk to B&Q** | Buddy’s rainforest adventure | The Great Kapok Tree | |  | | Non-fiction texts | The Storm Whale | | Numenia and the Hurricane | Storm  Tornadoes! | The day the crayon’s quit |
| Genre | Non chronological report of a butterfly  *-introduction*  *-Appearance*  *-Habitat diet*  *-other facts*  *(butterflies have a straw-like proboscis)* | Recount of an experience in 1st person, past tense  *(Last week we trekked to B&Q to find…)*  Instructions for how to plant a sunflower seed | Instructions  *-How to save a rainforest orangutan*  *(First search for him swooping and swinging through the vines…)* | Retell a familiar story in past tense  *(Once upon a time two men wandered into the rainforest and they….)*  Persuasive letter in 1st person  *(I’m writing to share my opinion on deforestation…)* | |  | | Fact file about Claude Monet in 3rd person  *(He was a famous artist who…)* | 1st person recount of day from Noi’s perspective  *(I wandered outside and I couldn’t believe my eyes…)*  Instructions for how to look after a whale in distress  *(First kneel down and check for a heartbeat. Then pour water over him to make sure he is hydrated)* | | Story retell Newspaper report about the earthquake in Chile | poetry  *(swirling silver hurricane, twirling huge tornado)* | Letters to new teachers (transition) |
|  | >make simple additions, revisions and corrections to their writing  >evaluating their writing  >re-reading to check for sense  >proofreading to check for errors  >read aloud what they have written  >learn how to use sentences with different forms; statement, question, exclamation, command  >use expanded noun phrases  >learn how to use the present and past tense correctly, including the progressive form  >use subordination (when, if, because, that)  >use coordination (and, but, or)  >use some features of written standard English | | | | |  | | >make simple additions, revisions and corrections to their writing  >evaluating their writing  >re-reading to check for sense  >proofreading to check for errors  >read aloud what they have written  >learn how to use sentences with different forms; statement, question, exclamation, command  >use expanded noun phrases  >learn how to use the present and past tense correctly, including the progressive form  >use subordination (when, if, because, that)  >use coordination (and, but, or)  >use some features of written standard English | | | | | |

Oliver Jeffers

Who school author/illustrator

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| Foundation Stage 1  **The Crayons Christmas** | Foundation Stage 2  **Lost and Found**  Lost and Found — Oliver Jeffers |
| Year 1  **The Way Back Home**  The Way Back Home by Oliver Jeffers is a great story to cover within any  EYFS | Year 2  **Up and Down**  https://pictures.abebooks.com/isbn/9780007549658-uk.jpg |