

## Long Term Plan for English - Saplings 2021-22

|        | Aut 1 What were castles used for?   | Aut 2 What does Percy's Park look like?   | Extra if time (Christmas) (Aut 2)   |
|--------|---|---|---|
| Autumn | <p><b>Settling in time- Oi Frog, Oi Dog</b></p> <p><b>Genre/type of text: Non-Fiction Castles, Rapunzel, I want to go home (Tony Ross)</b></p> <p><b>Possible texts:</b> Usborne Castles, Traditional Tales featuring castles</p> <p>Grammar focus:<br/>Learning how to use punctuation correctly, including capital letters, full stops and finger spaces.<br/>Labels, lists<br/>Suffixes -s and -es and nouns</p> | <p><b>Genre/type of text: Seasonal fiction</b></p> <p><b>Possible texts:</b> Percy the Park Keeper stories— After the Storm, The Treasure Hunt</p> <p>Grammar focus:<br/>Learning how to use punctuation correctly, including capital letters, full stops and finger spaces.<br/>Learn how to use the present and past tense of verbs correctly Suffixes -s and -es and nouns<br/>Capital letters for proper nouns.</p> | <p><b>Genre/type of text: Fiction: Repeating texts/ rhyming words</b></p> <p><b>Texts: The Grinch</b></p> <p>Grammar focus:<br/>Learning how to use punctuation correctly, including capital letters, full stops and finger spaces.<br/>Using questions<br/>Learn how to use the present and past tense of verbs correctly<br/>Suffixes -s and -es and nouns<br/>Capital letters for proper nouns</p> |
|        | <p><b>Writing Outcome:</b><br/>Labelling castles and people and their clothes</p> <p>Main- make a fact book about a castle using This is a/ These are...s.</p>  | <p><b>Writing Outcome:</b><br/>Description of Percy, his tools, clothes.<br/>Draw map and write own prediction about what the park looks like.<br/>Story start middle and end.<br/>Write a diary as Percy about the day of the storm (sequencing).</p>  | <p><b>Writing Outcome:</b><br/>Character study<br/>Write a letter to the Grinch about stealing our Christmas</p>  |
|        | <p><b>Reading Comp skills- Vocab and Questioning (I wonder....)</b></p>   | <p><b>Reading Comp skills- Sequencing and predicting</b></p>  | <p><b>Vocab (adjectives)</b></p>  |

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|               | Spring 1 What toys from the past would you like to play with?   | Spring 2: What is a goodie and what is a baddie?  |   |
|---------------|---|---|---|
| <b>Spring</b> | <p><b>Genre/type of text: Fiction</b><br/> <b>Possible texts:</b> Dogger, The Toy Museum, Guided Reading non-fiction book on Toys<br/> <b>Grammar focus:</b><br/>                     Using conjunctions 'and' to join sentences;<br/>                     Demarcating sentences using capital letters, full stops, question or exclamation marks, speech marks.<br/>                     Using and distinguishing past and present tense (verbs, suffixes);<br/>                     Learning how to use adjectives<br/>                     punctuation- question marks, exclamation marks, capitals for names.</p> | <p><b>Genre/type of text: Fiction</b><br/> <b>Possible texts:</b> The Highway Rat, Grandad's Secret Giant<br/> <b>Grammar focus:</b><br/>                     Co-ordination: using conjunctions (and, or, but) to join simple sentences;<br/>                     Consolidating how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; Learning how to use adjectives<br/>                     Speech punctuation- question marks, exclamation marks, capitals for names.<br/>                     Use of -un (prefixes)</p> | <p>Basic punctuation<br/>                     New punctuation<br/>                     Conjunctions<br/>                     Different forms of sentences<br/>                     Noun phrases</p> |
|               | <p>Writing Outcome:<br/>                     Re-write the story of Dogger based on losing your own toy</p>  | <p>Writing Outcome:<br/>                     Make a script of speech between a goodie and a baddie. Wanted posters.<br/> <b>Invent the children's own version of the Highway Rat by adding a new character.</b><br/> <b>Write a diary in Billy's role.</b><br/> <b>Describe how the giant felt.</b></p>   |   |
|               | <b>Reading Comp skills-Vocab, retrieval</b>   | <b>Reading Comp skills- Sequencing, Vocab, retrieval</b>  |   |

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|        | Fiction (Sum1)   | Non-fiction(Sum 2)  |  |
|--------|--|---|--|
| Summer | <p><b>Spring 2 What are plants?</b><br/> <b>Genre/type of text: Recounts and Instructions (How to plant seeds, how to make a cress sandwich)</b><br/> <b>Possible texts:</b> The Tiny Seed, recipe books, Oliver's Vegetables<br/> <b>Grammar focus:</b><br/>                     how to use sentences with different forms: statement, question, command.<br/>                     Demarcating sentences using capital letters, full stops, question or exclamation marks.<br/>                     use 'and' to join sentences</p> | <p><b>Who's the fastest and the strongest?</b><br/> <b>Genre/type of text: Traditional tales from Africa</b><br/> <b>Possible texts:</b> <i>Bringing Rain to the Kapiti Plain, We all went on Safari, Handa's Hen, Handa's Surprise</i><br/> <b>Grammar focus:</b><br/>                     Identifying and using sentences with different forms;<br/>                     Using and distinguishing past and present tense;<br/>                     Learning how to use familiar and new punctuation.<br/>                     Capitals for proper nouns Use of er, est.</p> | <p>Basic punctuation<br/>                     New punctuation<br/>                     Conjunctions<br/>                     Different forms of sentences<br/>                     Noun phrases<br/>                     Use the present and past tense of verbs correctly</p> |
|        | <p><b>Writing Outcome:</b><br/>                     Describe what the tiny seed overcame to grow.<br/>                     Cress diary.<br/>                     Write a healthy food diary for Oliver.</p>  | <p><b>Writing Outcome:</b><br/>                     African animals fact book - the tallest, the fastest etc<br/>                     Describe their family in terms of fastest and strongest.</p>  |  |
|        |  |   |  |
|        |  | <p><b>Question: Who's the fastest and the strongest?</b><br/> <b>Genre/type of text: Mr. Men books – Mr Strong, Mr. Rush</b><br/> <b>Possible texts:</b><br/> <b>Grammar focus:</b><br/>                     Use sentences with different forms: statement, question, exclamation.<br/>                     use 'and' to join sentences<br/>                     adjectives<br/> <b>Writing Outcome:</b><br/>                     Describe Mr Men characters using –est.</p>  |  |
|        | Reading Comp skills- Retrieval, inference  | Reading Comp skills- Retrieval, inference, vocab  |  |