

| <b>ENGLISH – LONG TERM CURRICULUM PLAN – FOUNDATION STAGE/KEY STAGE ONE</b> |  |   |  |  |   |  |
|---|--|---|--|--|---|--|
| <b>TOPIC YEAR THREE - 4 year Programme</b>                                  |  |   |  |  |   |  |
|   | <b>Term One<br/>Sept - Oct</b>                                       | <b>Term Two<br/>Nov – Dec</b>   | <b>Term Three<br/>Jan – Feb</b>  | <b>Term Four<br/>March – April</b>                             | <b>Term Five<br/>May – June</b>                                       | <b>Term Six<br/>June – July</b>                            |
| <b>Topic</b>  | Castles, Dragons and Princesses                                      | Castles   | Oh, I do like to be beside the Seaside – The Ocean                             | Oh, I do like to be beside the Seaside – The Ocean             | Marvellous Mini-beasts  | Marvellous Mini-beasts                                     |
| <b>Key Texts</b>  | Jack & the Beanstalk<br>The Dragon Machine by Helen Ward (The Thing) | Jack & the baked beanstalk<br>The Princess & the Pea<br>Non-Fiction books about castles | The man whose mother was a Pirate  | The Storm Whale<br>The Snail & the Whale.<br>Non-fiction texts | Snail Trail by Ruth Brown<br>Norman the Slug<br>With the Silly Shell. | Non-Fiction texts.<br>Aaaarrgghh Spider!<br>Diary of a fly |
| <b>Main Writing Outcomes</b>  |  |   |  |  |   |  |
| <b>Genres<br/>Non Fiction</b>   | Instructions – how to look after/capture a dragon                    | Information text about a castle.<br>Writing labels and captions                         | Persuasive Writing.<br>Come to Sea!<br>Travel Poster                           | Information text about whales.                                 | Recount writing following school trip.                                | Information texts including writing labels and captions    |
| <b>Narrative</b>  | Retelling traditional stories  | Innovate own story based in a castle  | Adventure stories<br>Writing a sequel<br>What happens next when they sail off? | Innovate a new story   | Stories based in familiar settings                                    |  |
| <b>Poetry</b>   | Three Brave Knights  |   |  | Stormy sea poems based on language in the text                 |   | Mini beast riddles.  |
| <b>Other Writing Opportunities</b>  | Descriptive writing of characters and new settings-                  | Recount writing following a trip to a castle.<br>Writing invitations                    | Pirate wanted posters. Writing a description of a pirate.                      | Descriptions of a stormy sea.<br>Writing speech bubbles –      | Creating and describing new shells for Norman                         | Writing a letter to persuade someone that as a spider you  |

ENGLISH LONG TERM CURRICULUM PLAN EYFS/KS1 TOPIC YEAR THREE

|                          |  |  |                    |   |  |                        |
|--------------------------|--|--|--------------------|---|--|------------------------|
| <b>(topic)</b>           | giant, castle, new land at the top of the beanstalk.<br>Wanted posters   |  | Writing a postcard | conversation between Noi and his Dad.<br>Creating an island story to tell to whale. |  | would make a good pet. |
| <b>Writing</b>           | <p>Yr 1 name letters of the alphabet. Spell very common exception words. Spell days of the week. Form lower cast letters correctly. Form capital letters and digits. Use very common prefixes and suffixes. Compose sentences orally before writing. Read own writing to peers or teachers.</p> <p>Yr 2 spelling by segmenting into phonemes. Learn to spell common exception words. Use appropriate size letters and spaces. Develop positive attitude and stamina for writing. Begin to plan ideas for writing. Record ideas sentence by sentence. Make simple additions and changes after proof reading.</p>  |  |                    |   |  |                        |
| <b>Reading Outcomes</b>  | <p>Yr 1 match graphemes for all phonemes. Read accurately by blending sounds. Read words with common suffixes. Read contractions and understand purpose. Read phonics books aloud. Link reading to own experiences. Join in with predictable phrases. Discuss significance of title and events. Make simple predictions.</p> <p>Yr 2 develop phonics until decoding secure. Read common suffixes. Read common exception words. Read and re-read phonic appropriate books. Discuss and express views about fiction, non-fiction and poetry. Become familiar with and retell stories. Begin to make inference.</p> |  |                    |   |  |                        |
| <b>Grammar</b>           | <p>Yr 1 Leave spaces between words. Begin to use basic punctuation.?! Use capital letters for proper nouns. Use common plural and verb suffixes.</p> <p>Yr 2 use .!/, ' use simple conjunctions. Begin to expand noun phrases. Use some features of standard English.</p>  |  |                    |   |  |                        |
| <b>Spelling Outcomes</b> | Yr 2 – Babcock No Nonsense Spelling.<br>Yr 1 – Bellenden Spelling Scheme   |  |                    |   |  |                        |